

The Bancroft Library

University of California • Berkeley

Regional Oral History Office
The Bancroft Library

University of California
Berkeley, California

University History Series

Milton R. Stern

THE LEARNING SOCIETY:
CONTINUING EDUCATION AT NYU, MICHIGAN,
AND UC BERKELEY, 1946-1991

With an Introduction by
Stanley C. Gabor

Interviews Conducted by
Ann Lage
in 1992

Since 1954 the Regional Oral History Office has been interviewing leading participants in or well-placed witnesses to major events in the development of Northern California, the West, and the Nation. Oral history is a modern research technique involving an interviewee and an informed interviewer in spontaneous conversation. The taped record is transcribed, lightly edited for continuity and clarity, and reviewed by the interviewee. The resulting manuscript is typed in final form, indexed, bound with photographs and illustrative materials, and placed in The Bancroft Library at the University of California, Berkeley, and other research collections for scholarly use. Because it is primary material, oral history is not intended to present the final, verified, or complete narrative of events. It is a spoken account, offered by the interviewee in response to questioning, and as such it is reflective, partisan, deeply involved, and irreplaceable.

All uses of this manuscript are covered by a legal agreement between The Regents of the University of California and Milton R. Stern dated February 24, 1993. The manuscript is thereby made available for research purposes. All literary rights in the manuscript, including the right to publish, are reserved to The Bancroft Library of the University of California, Berkeley. No part of the manuscript may be quoted for publication without the written permission of the Director of The Bancroft Library of the University of California, Berkeley.

Requests for permission to quote for publication should be addressed to the Regional Oral History Office, 486 Library, University of California, Berkeley 94720, and should include identification of the specific passages to be quoted, anticipated use of the passages, and identification of the user. The legal agreement with Milton R. Stern requires that he be notified of the request and allowed thirty days in which to respond.

It is recommended that this oral history be cited as follows:

Milton R. Stern, "The Learning Society:
Continuing Education at NYU, Michigan, and
UC Berkeley, 1946-1991," an oral history
conducted in 1992 by Ann Lage, Regional
Oral History Office, The Bancroft Library,
University of California, Berkeley, 1993.

Copy no. 1



Milton Stern, 1993.

Cataloguing Information

Stern, Milton R. (b. 1918)

Educator

The Learning Society: Continuing Education at NYU, Michigan, and UC Berkeley, 1946-1991, 1993, viii, 292 pp.

Family and youth in New York City and New Jersey; education at New College, Columbia University, 1934-1938; continuing education program at New York University, Division of General Education, 1946-1966; director of the University Center for Adult Education, Detroit, Michigan, 1966-1971; dean of University of California Berkeley Extension, 1971-1991; examines trends in purposes, programming, and marketing of continuing education; discusses Extension's relationships with other UC units and UC and campus administration; reflects on innovative role of continuing education within the university, post-tertiary education, and the democratization of higher education.

Introduction by Stanley C. Gabor, Dean, School of Continuing Studies, Johns Hopkins University.

Interviewed 1992 by Ann Lage for the University History Series. The Regional Oral History Office, The Bancroft Library, University of California, Berkeley.

3/2/96

Milton Stern

Milton Stern, the former dean of the University Extension at the University of California at Berkeley, died February 16 of cancer in St. Petersburg, Fla. He was 78.

Mr. Stern, a graduate of Columbia University, was head of the continuing education program at the Berkeley and San Francisco extension campuses from 1971 until his retirement in 1991. He was widely recognized for creative programming and innovative marketing of the extension program.

After serving as an Army sergeant during World War II, Mr. Stern helped start adult education programs at New York University. In 1962, he directed adult education at the University of Michigan.

Shortly after his appointment to the Berkeley post in 1971, he told a reporter that universities regard their extension programs "like a stepchild — the parents say, 'yeah, we keep her around the house.'" He said adult education had a "curious, grubby reputation" that was undeserved.

A funny man with a thick New York accent, Mr. Stern called his program "post-tertiary" education and said it was part of a "60-year curriculum."

Mr. Stern also served on the boards of the Western Consortium of Public Health and the Lycee International Franco-American in San Francisco. He was an ocean kayaker, winning his first race at the age of 70. Mr. Stern is survived by his wife, Isabel Singer, of Sarasota, Fla., and four daughters, Amanda Runyeon of San Rafael, Amee Penso of Placerville, Andrea Seebold of Richmond, Ind., and Deborah Stern of White Plains, N.Y.

A memorial service will be held on March 18 at 6 p.m. in the faculty club at UC Berkeley.

— Steve Rubenstein



Milton R. Stern, for 50 years a recognized leader and spokesperson for university continuing education, died Feb. 16 in St. Petersburg, Fla., of complications associated with lymphoma. He was 78.

Stern came to Berkeley in 1971 as dean of University Extension, retiring in 1991 as dean emeritus. In his retirement he was a visiting fellow of the Institute of Governmental Studies and a faculty associate of the Center for Studies in Higher Education.

Stern was widely recognized for his contributions to the practice and theory of continuing education, particularly in creative programming and innovative marketing. His particular gift was his ability to define the appropriate role for continuing education in American higher education. He coined the term "60-year curriculum" to express the appropriate conception of "post-tertiary" education. In a recent commencement address to graduates of Tulane University, he declared the degree received by each graduate as the equivalent of a "permanent incomplete," emphasizing the importance of continuing education in the lives of the well educated.

Stern frequently was honored for his contributions to higher education and was the recipient of several honorary degrees and national and international awards.

He is survived by his wife, Isabel Andrews Singer of Sarasota, Fla., and four daughters.

TABLE OF CONTENTS--Milton R. Stern

PREFACE	1
INTRODUCTION--by Stanley C. Gabor	iv
INTERVIEW HISTORY--by Ann Lage	vi
BIOGRAPHICAL INFORMATION	viii
I FAMILY BACKGROUND AND SOME PERSONAL VIEWS	1
Prologue on Social Activism and Entrepreneurship in Continuing Education	1
First Teaching Experience at Age Fifteen: Technocracy	6
Planning, Education, and the 1990s Recession	7
Family Life and Boyhood in New York and New Jersey	10
Father's Business, Mother's Energy, and Brother's Dilemma	14
Public School Education	17
Religious and Political Background	18
Successive Waves of Immigrants in the Old Neighborhood	20
II COLUMBIA UNIVERSITY'S NEW COLLEGE, 1934-1938	23
A Non-Traditional College within Columbia's Teachers College	23
A Year at New College's Working Farm in North Carolina	24
Education Based on Life Experience	25
Theoretical Influences on New College's Tom Alexander	26
The Practicalities: Chickens, Cows, and Garden Crops	29
Hitler Youth at the New College Community	31
Demise of New College	33
A Year Abroad: Teaching English at a French Lycee, 1936-1937	34
Oral History as Obituary	39
France and French Education in the 1930s	40
Return to New York and Completion of Studies	45
The Importance and Impact of New College: Innovative Thinking	48
III DEPRESSION-ERA JOBS AND WARTIME EXPERIENCES	54
Melville, Columbia Grads, and Teaching in the Depression	54
Lessons for Today from the Great Depression	57
Educating Prospective Legislators: New Solutions for New Situations	58
Military Service as a Psychosocial Moratorium	60
Military Policeman on Governor's Island, New York	62
Arabic and Turkish and the Psychological Warfare Unit	66
Service in Europe and Early Departure	70
Postwar Odds and Ends	71
IV AN EXPANSIVE PERIOD IN CONTINUING EDUCATION: NEW YORK UNIVERSITY, 1946-1966	74
Growth and Definition in the Postwar Period	74
NYU's Division of General Education and Its Community Responsibility	76
The Part-Time Student Body and the Democratization of Education	79

NYU and UCLA, Pioneers in Growing Field of Continuing Education	81
Paul McGhee and The Learning Society	84
Planning and Marketing Extension Programs	86
Confronting Second-Class Citizenship for Continuing Education	90
Post-Tertiary Education: Certificate Programs	94
Paul Sheats and Abbott Kaplan at UCLA Extension	95
 V THE CONTINUING EDUCATOR AS CULTURAL ENTERPRISER: NYU AND UC	99
Innovative Programming	99
"Be Bold . . . but Not Too Bold"	102
Maintaining Creativity and Flexibility in a Complex Organization	106
Balancing Creativity and Control in Programming	108
Carl Tjerandsen at Chicago, NYU, and Santa Cruz	114
Conflict over UC's Engineering Program in Silicon Valley	118
Credit Instruction in Continuing Education at NYU	121
Weekend Programming in the Humanities	124
Leaving NYU for Michigan, 1966	125
 VI DIRECTOR OF THE UNIVERSITY CENTER FOR ADULT EDUCATION IN DETROIT, MICHIGAN, 1966-1971	128
More on Social Action vs. Entrepreneurship in Continuing Education	128
Complications in a Consortium of Three Institutions	129
Difficulties of Serving the Detroit Community and Administering OEO Programs	132
"Great Society Jobbers" in OEO Programs	133
Teacher Training for Headstart at NYU--A Great Society Success, for a Time	134
Personnel and Politics in Detroit OEO Programs	137
Commanding a Rearguard Action against De-Education	138
Thoughts on Civic Education and Politics	140
Cultural Education with the Detroit Art Institute	141
Some Reflections on Programming: Death and Dying and Other Touchy-Feely Courses	145
Academic Freedom and Responsibility in Programming	148
Difficulties of the Consortium Operation and OEO Programs in Detroit	152
The Department of Higher and Continuing Education at the University of Michigan	158
Review of Michigan's Decentralized Provision for Continuing Education	159
Job Candidate at Ann Arbor and Berkeley	162
 VII DEAN OF UNIVERSITY EXTENSION, UC BERKELEY, 1971-1991	165
Heat and Light	165
Decentralization and the Value of Extension to the University	166
Limitations on Extension Credit: the Caldwell Committee Report	170
Oversight of Correspondence Education and the Institute of Transportation Studies	173
Language Instruction	179
Programming in Psychology in the Culture of the Seventies	181
Relations with the School of Education's Bernie Gifford	184

University Extension and the Professional Schools	188
Law and Medicine	188
The School of Business	190
The College of Engineering, UC Santa Cruz, and Extension	199
VIII CAMPUS AND STATEWIDE GOVERNANCE OF BERKELEY EXTENSION	202
Chancellor Bowker's Administration	202
Chancellor Heyman's Administration	204
The Entrepreneurial Nature of Extension: The Dress	
Business or the Publishing Business?	205
Evaluating Mike Heyman and Rod Park	207
The Western Consortium for Public Health: Some Words	
of Caution	210
Attempts to Move Extension Off-Campus	213
President Saxon and Extension	215
The Overlooked Public Relations Value of University Extension	219
University Neglect of Tremendous Potential for Continuing	
Education in the Professions	221
Serving the Institution: Program for Freshman Students	224
Role of the Academic Senate Committee on Courses	227
The Committee on University Extension under Chairmen Richmond	
and Stolz	229
IX PROGRAMS AND MANAGEMENT: BALANCING STABILITY WITH ADVENTURE	234
Safety Concerns in Outdoor Recreation Programming	234
The Berkeley/Oxford Program at Worcester College	235
A Range of International Offerings, in Europe, Southeast Asia,	
Russia, and China	239
Coursework in English as a Second Language	244
Creativity, Stabilization, Post-Tertiary Education, and	
Professionalism	248
Thoughts on President Gardner and Loyalty	251
Extension Staff and Organizational Structure	253
A Prediction on Part-time Degree Work and the Democratization	
of Higher Education	258
Predicting the Impact of Societal Changes on the Role of	
Extension	261
From Ad-Hoc Adventures to Certificate Programs	264
Continuing Education and the University's Adaptation to Change	267
Self Study and Strategic Planning, 1986: A Cautionary Note	270
Summing Up and Looking Ahead: Extension as the Growing Edge	
of the Institution	275
TAPE GUIDE	279
APPENDIX: Curriculum Vitae	281
INDEX	289

PREFACE

When President Robert Gordon Sproul proposed that the Regents of the University of California establish a Regional Oral History Office, he was eager to have the office document both the University's history and its impact on the state. The Regents established the office in 1954, "to tape record the memoirs of persons who have contributed significantly to the history of California and the West," thus embracing President Sproul's vision and expanding its scope.

Administratively, the new program at Berkeley was placed within the library, but the budget line was direct to the Office of the President. An Academic Senate committee served as executive. In the more than three decades that followed, the program has grown in scope and personnel, and has taken its place as a division of The Bancroft Library, the University's manuscript and rare books Library. The essential purpose of the office, however, remains as it was in the beginning: to document the movers and shakers of California and the West, and to give special attention to those who have strong and often continuing links to the University of California.

The Regional Oral History Office at Berkeley is the oldest such entity within the University system, and the University History series is the Regional Oral History Office's longest established series of memoirs. That series documents the institutional history of the University. It captures the flavor of incidents, events, personalities, and details that formal records cannot reach. It traces the contributions of graduates and faculty members, officers and staff in the statewide arena, and reveals the ways the University and the community have learned to deal with each other over time.

The University History series provides background in two areas. First is the external setting, the ways the University stimulates, serves, and responds to the community through research, publication, and the education of generalists and specialists. The other is the internal history that binds together University participants from a variety of eras and specialties, and reminds them of interests in common. For faculty, staff, and alumni, the University History memoirs serve as reminders of the work of predecessors, and foster a sense of responsibility toward those who will join the University in years to come. For those who are interviewed, the memoirs present a chance to express perceptions about the University and its role, and offer one's own legacy of memories to the University itself.

The University History series over the years has enjoyed financial support from a variety of sources. These include alumni groups and individuals, members of particular industries and those involved in specific subject fields, campus departments, administrative units and

special groups, as well as grants and private gifts. Some examples follow.

Professor Walton Bean, with the aid of Verne A. Stadtman, Centennial Editor, conducted a number of significant oral history memoirs in cooperation with the University's Centennial History Project (1968). More recently, the Women's Faculty Club supported a series on the club and its members in order to preserve insights into the role of women in the faculty, in research areas, and in administrative fields. Guided by Richard Erickson, the Alumni Association has supported a variety of interviews, including those with Ida Sproul, wife of the President; athletic coaches Clint Evans and Brutus Hamilton; and alumnus Jean Carter Witter.

The California Wine Industry Series reached to the University campus by featuring Professors Maynard A. Amerine and William V. Cruess, among others. Regent Elinor Heller was interviewed in the series on California Women Political Leaders, with support from the National Endowment for the Humanities; her oral history included an extensive discussion of her years with the University through interviews funded by her family's gift to the University.

On campus, the Friends of the East Asiatic Library and the UC Berkeley Foundation supported the memoir of Elizabeth Huff, the library's founder; the Water Resources Center provided for the interviews of Professors Percy H. McGaughey, Sidney T. Harding, and Wilfred Langelier. Their own academic units and friends joined to contribute for such memoirists as Dean Ewald T. Grether, Business Administration; Professor Garff Wilson, Public Ceremonies; and Dean Morrough P. O'Brien, Engineering.

As the class gift on their 50th Anniversary, the Class of 1931 endowed an oral history series titled "The University of California, Source of Community Leaders." These interviews reflect President Sproul's vision by encompassing leadership both state- and nationwide, as well as in special fields, and will include memoirists from the University's alumni, faculty members and administrators. The first oral history focused on President Sproul himself. Interviews with 34 key individuals dealt with his career from student years in the early 1900s through his term as the University's 11th President, from 1930-1958.

The University History memoirs continue to document the life of the University and to link its community more closely -- Regents, alumni, faculty, staff members, and students. Through these oral history interviews, the University keeps its own history alive, along with the flavor of irreplaceable personal memories, experiences, and perceptions.

A full list of completed memoirs and those in process in the series is included following the index of this volume.

The Regional Oral History Office is under the the direction of Willa K. Baum and under the administrative supervision of The Bancroft Library.

April 27, 1993
Regional Oral History Office
University of California
Berkeley, California

Harriet Nathan, Series Director
University History Series

Willa K. Baum, Division Head
Regional Oral History Office

INTRODUCTION--by Stanley C. Gabor

Milton Stern could have been many things.

Whether he chose the field of continuing education, or entered what is often called the "accidental profession" by chance, the point is irrelevant. For almost fifty years--half a century--he has toiled in, contributed to, and eventually come to dominate the profession with wit, warmth, and wisdom. Milton is not the last of his era; in the past two decades, he has become an era unto himself.

He could have become a leading publisher--a field similar to continuing education where the author is the faculty, the book a course, and the reader a student. Both jobs combine two of Milton's great strengths--intelligence and enterprise, which have led to "cutting edge" achievement. (It was no accident that Milton was head of New York University's large continuing education program in book publishing for twenty years.)

He could have become an award-winning advertiser--a marketing spin-master who identifies and responds to new product ideas and new customers in some ways similar to creating innovative programs for thousands of eager students. As advertising and publications director early in his career at NYU, Milton risked breaking the taboo against the marketing of higher education, a practice which today has become established and widespread. His book, People, Programs, and Persuasion, written in 1960, remains the standard text today.

He could have become a recognized writer, reporter, or editor (probably not a novelist who deals in fiction and fantasy rather than real causes and concerns). His insight and instinctiveness produced words and thoughts that were extraordinarily clear, crisp, and concise. But more than to write, he loves to edit--to slash and cut--the banal and trite, dull and commonplace. And, most of all, he cherishes a fresh idea, witty aphorism, or simple pun--something written or said that was really good; something that made him smile knowingly or nod admiringly.

Milton Stern is the best critic and friend one could have in continuing education. Knowing him since 1960 when I was his colleague at NYU (two years as his assistant), I have watched him evolve from an enfant terrible who was candid and bold to an elder statesman who was still candid and bold. And, he cherishes the role with a charm and wit that cannot belie his pride and belief in a field to which he has contributed so much, so often, and so well. He is one of a kind, his colleagues and friends agree, and no one will--or can--take his place.

Among many, I owe Milton a great deal--and still turn to him for guidance and--yes--approval. That is why, as he reads this brief paeon, I hope it is without red pencil. For, if he were to use one, this piece would have turned out better, as, indeed, almost everything touched by Milton does.

Stanley C. Gabor, Dean
School of Continuing Studies
Johns Hopkins University

Baltimore, Maryland
July, 1993

INTERVIEW HISTORY--Milton R. Stern

Milton Stern's career in continuing education spans a forty-five-year period of expansive growth and evolving purpose and three major institutions, from New York to Michigan to Berkeley. His work and his speeches, writings, and thinking on the subject have made him a legend among continuing educators nationwide.

Soon after Milton Stern retired as dean of University Extension at Berkeley, his successor, Mary S. Metz, asked the Regional Oral History Office (ROHO) to record his oral history. The main focus of the series of taped interviews was to be Milton Stern's twenty years of leadership for the Extension program, from 1971 to 1991. In recognition of his longtime contributions and his national stature, we were also asked to record his recollections and observations of the development of continuing education throughout the United States.

The interviewing began with Stern's formative experiences--family and boyhood "on the streets of New York," an unconventional education at New College of Columbia University in the 1930s, and life in the army and in New York in the 1940s.

Not always in a chronological order (for Milton Stern's mind is forever seeing connections, past to present to future, one institution to another), we discussed his entry into the field of adult education, through the public relations door, at New York University in 1946 and his twenty-year career there as publicist, programmer, and administrator under his mentor Paul McGhee. Next he served five years as director of the University Center for Adult Education in Detroit, Michigan, a consortium of three Michigan universities. His recollections of this period include thoughts on the complications of administering a consortium, on Great Society/Office of Economic Opportunity programs, and on the difficulties of continuing education programming in the city of Detroit in the 1960s.

In 1971, Milton Stern moved to Berkeley, as dean of University Extension for the Berkeley campus. His discussion of his twenty years as dean gives an overview of the range of Extension programming, from continuing education in engineering to three-week courses in landscape gardening given in conjunction with Oxford University. But more than the facts on programming, we get a sense of the guiding principles and of Stern's creative thinking about the role of university education in a democracy. In discussing the relationships between Extension and the faculty and administration of the Berkeley campus, Stern develops his views of continuing education as the innovative leading edge of an often tradition-bound university system. Indeed, innovative and challenging thinking and a broad view of the mission of continuing education within

the large research university characterize Milton Stern's recollections in this oral history.

Nine interview sessions were recorded with Milton Stern between April and October, 1992, in the conference room of The Bancroft Library and the Joseph Harris seminar room in the Institute of Governmental Studies, where he is a visiting fellow. Mr. Stern reviewed the transcripts for accuracy and clarity, but made no substantive changes. The tapes of the interviews are available for listening in The Bancroft Library.

The Regional Oral History Office was established in 1954 to record the lives of persons who have contributed significantly to the history of California and the West. A major focus of the office since its inception has been University of California history. Funding from UC Berkeley Extension made possible this oral history with Milton Stern, which continues ROHO's documentation of University Extension. Earlier interviews recorded Leon Richardson, a professor of Classics who led the Extension program from 1918 to 1938; Baldwin Woods, director from 1942 to 1956; and Henry C. Waring, business manager during the postwar years. The Regional Oral History Office is a division of The Bancroft Library and is under the direction of Willa K. Baum.

Ann Lage
Senior Editor

October 20, 1993
Berkeley, California

viii

BIOGRAPHICAL INFORMATION

(Please print or write clearly)

Your full name MILTON R. STERN

Date of birth Feb.1,1918 Place of birth NYC

Father's full name Charles Stern

Birthplace Lodz, Poland

Occupation Designer, Manufacturer of Embroideries

Mother's full name Sadie Reid Stern

Birthplace New Haven, Connecticut

Occupation Bookkeeper

Where did you grow up ? Weehawken, New Jersey

Present community BayArea--

Education BS, MA Columbia University

Occupation(s) Continuing Higher Education Administrator, Teacher
Writer, Editor

Special interests or activities Kayaking

I FAMILY BACKGROUND AND SOME PERSONAL VIEWS

[Interview 1: April 27, 1992] ##¹

Prologue on Social Activism and Entrepreneurship in Continuing Education

Stern: I'm just wondering if there isn't some version of an oral history which doesn't recapitulate the past but anticipates the future because as I look around--. I'm giving a speech in June which I'm writing now because we have to go to Hawaii in a couple of weeks; it's on a subject that I thought was really gone with the wind-- "Should professional continuing educators be social activists or should they be enterprisers?" I'm supposed to give a keynote--. There are two keynotes, a keynote debate, if you please.

Lage: This is the theme of the conference?

Stern: Yes, the two speeches open the annual conference of the Canadian Adult Education Association. I looked at the program, and I realized that they are so innocent. They are not conducting this discussion as if they are parts of universities. All of them work in universities, you see. How can you consider the issue without reference to what is the condition of the institution? It is very odd.

[tape interruption]

Lage: I'd like you to continue that thought.

Stern: What strikes me about it is that it is almost what one might call the fallacy of the excluded muddle. The faculty is excluded. I was saying to myself, "What should I call this talk?" I'd call it,

¹## This symbol indicates that a tape or tape segment has begun or ended. A guide to the tapes follows the transcript.

"Ambivalent Activists, Uneasy Enterprisers, Excluded Faculty," because the faculty isn't considered. That's ridiculous because if you are going to behave like a continuing educator then at least pay attention to certain standards of behavior which apply in a university. As far as I'm concerned, that means a degree of objectivity. To me that really means that whatever social activism you may express--and I certainly endorse lots of roles for people--you act as a citizen; you don't act as a faculty member. Because your primary ethical obligation in an institution is, it seems to me, disinterested objectivity.

I'm going to say something like that and talk about this, also the semantics of activism. Because these days, the idea of an activist is sharply different from what it was thirty or fifty years ago. An activist even thirty years ago was regarded as obviously left-wing and anti-establishment. But I've noticed these days, we speak equally of abortion activists and anti-abortion activists. Your pro-choice activists and your anti-choice activists. You're for the death penalty and you are an activist, and you're against the death penalty and you are an activist.

Lage: Have you heard about the NRA activism recently?

Stern: You mean activism for the National Rifle Association?

Lage: They've started a frightening campaign.

Stern: I can believe it. I think that this talk of "activism" is really a media kind of activity. Changes in language are produced by use. As words come into use, they can get chewed up awfully fast in our kind of media communications. I think that activist is one of those words, because the people who want to speak on this subject of social activism versus entrepreneurship really think, I think innocently, still, of activism in terms of helping the poor. That's the heart of the matter.

Lage: And it's really a much broader term.

Stern: The word now can be used in so many contexts that have nothing to do with this. Indeed, helping the rich is just as much socially active as helping the poor. When Mr. Bush says that he wants to do something about capital gains and he gets support, those activists are not exactly supporting the poor.

Lage: But is that one of the traditions of adult education, this kind of a left-wing orientation?

Stern: Not left-wing so much as, I would say--.

Lage: Socially conscious?

Stern: It has its roots in progressivism. We were talking a few minutes ago about Hiram Johnson. He was a progressive Republican governor of this state. Progressivism in the early years of this century didn't have to be expressed in terms necessarily of what is now loosely called, or disparagingly called--it's a pejorative term--left-wing. Left-wing obviously is something people don't want. It is a term that is used by right-wingers to define left-wingers the same way that the left defines the right.

But the tradition of continuing education is obviously one that antedates its activity inside universities. It didn't grow up as an activity in universities, although it came along pretty early in terms of an expression of social purpose from a university point of view, in the 1880s, really, in this country.

Lage: But wasn't there a lot of activity that was outside of the universities that was concerned with educating the lower classes or labor unions, or--?

Stern: That's right. It didn't start with labor unions. The roots of it go back to the 18th century in the Methodist Church, particularly the Methodist Church. The non-Anglican churches started it really when they started literacy as a function of their work in Sunday school. Sunday schools and adult education come together, really, in the eighteenth century in England and in the United States as well (what was not yet the United States), except that it wasn't that common. In England, at the end of the eighteenth century, there was a lot of work in adult education, which was basically literacy education and basically rooted at that time in the churches.

Then when you had public education coming along in the nineteenth century, it grew, and, obviously, in this country, when you had the whole notion of Americanization after the Civil War, it became very important. It was important right through the 1930s and 1940s, and it still takes place because we have steady waves of immigrants. In fact, as English has become the dominant language, its role in the universities is expressed as ESL, English as a Second Language. We have it both for people of considerable education, coming from abroad, and then people with relatively none. The question comes up as to what is the role of the university, what is the role of a community college and then any kind of lower school work in adult education.

Think of The Education of Hyman Kaplan [Leo Rosten, 1937]; that's the idea of night school, and the 1920s was really the high-water mark. That was really in some ways the high-water mark of

social activism. I wrote a chapter for a book which was called Power and Conflict in Continuing Education [Editor, Harold J. Alford, Wadsworth Publishing Company, 1980]. I gave it the title, "From Barn Raising to Claim Jumping: The Social Ecology of Continuing Education." That was an expression of the fact that fifty-sixty years ago, what you had was a group of people who shared experience. Their common enemy was ignorance. But they weren't competing with each other. They were raising barns, an exercise in community.

Lage: These were people in adult education?

Stern: Yes. They were raising barns; they weren't jumping claims. But now, I pointed out, that what you have is claim jumping. There is a great deal of competition, particularly at the university level.

Lage: Between universities?

Stern: Between universities. For instance, right now you have Oregon State University giving courses in California. What's a state university from Oregon doing, giving courses not only in California but Nevada and Idaho and Washington and Alaska and Montana? A state university! I complained to the dean up there, and I sent along a letter to the governor of Oregon, just to make it stick a little, and to the governor of this state as well. I've forgotten now who was the governor; it might have been Jerry Brown at that time. In any case, I called them killer bees. Here we've got killer bees from the north coming down here giving the same courses we give, right here in Alameda County, or at the airport in Oakland.

Lage: What was their justification?

Stern: "We were asked to do it." We were asked to do it?--oh, my lord. So I said, "If we were to go up to your state and your cities, were we to do that, what would be your reaction?"

Lage: You would have a terrible reaction.

Stern: Even so, the University of South Carolina giving courses in San Francisco? Another state university.

Lage: I didn't realize this went on.

Stern: Oh, yes.

Lage: I thought the competition was between the community colleges, private schools, like John Kennedy University--.

Stern: That's passive and accepted. It's almost a division of labor which is based upon the assigned mission of the schools, although it seems to me that many community colleges go past that. For instance, DeAnza-Foothill, right down on the Peninsula does a good job with what would be definitely graduate instruction, post-graduate instruction. They do it because they have a constituency which they are serving. I don't think that is necessarily all that bad. But, at a given point, aren't there limits? We never had regulation of this, so I guess deregulation has taken over before we even had regulation.

There has been some attempt to do something about it on the part of the accrediting bodies, which obviously have something to say about this, but particularly in the area of non-credit education, regulation doesn't really apply; it doesn't get done very much. So this is still a very interesting and open area of discussion and dispute and will remain so for some years, particularly as more and more pressure is put on schools of continuing education to provide revenue for their institutions.

Lage: The entrepreneurship really comes in, then. Is that the side of the debate you're taking at the Canadian conference?

Stern: Oh yes. I have to because I am basically an entrepreneur. My own feeling is that, inasmuch as, by and large, social activism is a result of education, for many reasons it behooves social activists to be entrepreneurs. If you are going to have to support yourself--which is what you have to do in continuing education at universities because you're not getting money from the state or from anybody else--then you have to get it from your students. Therefore, you'd better be an entrepreneur. For that matter, the social activist who does his or her thing without a private income has to find money from somewhere, a foundation source, which he has to be an enterpriser to obtain; he has to learn how to write grants. If that isn't entrepreneurship, tell me what it is. Then, I would say, every social activist is by his very advocacy an enterprising personality who needs money to support his or her cause. That's my feeling about it, so, naturally, I take the side of the entrepreneur.

I'm not against social activism. My goodness, I think I still am one in several ways. But I guess I am an activist for the entrepreneurial approach.

Lage: It seems to fit in today's world.

First Teaching Experience at Age Fifteen: Technocracy

- Lage: You said you wondered about this chronological approach [to the oral history], but I'm still in favor of it. Are you ready to go back and delve into the past?
- Stern: Sure. We can go back to social activism, I suppose, and say that, as I think about it, when I was fifteen years old, I taught the very first class that I've ever taught. I did a week-long evening program in a community center in Union City, New Jersey, on technocracy. Technocracy, for those who don't remember what technocracy was all about, was not a generic word; technocracy was a movement which sort of resembled Italian fascism, more than anything else, but not quite. It established engineers as the prime movers of society. This was the idea.
- Lage: Does it have anything to do with Ayn Rand?
- Stern: Well, yes.
- Lage: Did she come out of that?
- Stern: I think that she is a derivative of it. Technocracy came about, I guess, back in 1931-32. It must have been about then because it hit the papers. Every kind of movement of this sort hits the papers in a time of depression. This was a bad depression. It was covered in some depth in several newspapers. I guess the New York World-Telegram was still alive. That was an amalgamation some years before of the Telegram and the World. They covered the idea of technocracy in a series of articles because it was not really dealt with in books, other than a couple of monographs, as I recall. Nobody else wanted to teach the material so I taught it.
- Lage: What institution did you teach it in?
- Stern: This was in a Jewish community center in Union City, New Jersey. I wasn't a particularly religious kid, but I liked the idea of teaching.
- Lage: That's really quite extraordinary.
- Stern: I was about a junior in high school and said, "I'll do it if they'll let me." The man who was responsible for the program, a kind of charismatic figure, didn't particularly like the idea that I was the only one who was going to do this; but he had to accept it because he was dedicated to the notion of democratic and participatory activities, and here was I. He set up the group, you see.

Lage: Had he set up the program that decided that technocracy would be one of the subjects taught?

Stern: He set up the group, yes. I was rather diffident; I wasn't particularly aggressive about it. I got aggressive later. [laughter] At that point, when you're fifteen, you're not really aggressive in the presence of your elders. They were mostly young people in their twenties.

Lage: How did you do?

Stern: I don't really remember how I did, but I think I did moderately well. If I analyzed it against the standards I now have, I think I would give myself a C minus. It's like Dr. Johnson and women preachers, or a dog walking, or what have you. The thought of a fifteen-year-old dealing with this was enough to compel their attention. They probably listened more than they otherwise would. I didn't really lecture. I just had enough common sense to make sure of questions and answers, but I didn't know all the answers.

I studiously avoided falling into a trap which all my wives say I've fallen into, which is to give an answer when I'm asked a question. No matter what the question, they've said, you always have an answer.

Lage: That's good for our oral history.

Planning, Education, and the 1990s Recession

Lage: Was technocracy something that you were particularly attracted to?

Stern: Oh no. As a matter of fact, I think it is sort of the outgrowth of change. The atmosphere of the early 1930s consisted of a much different one toward socialism obviously than now exists. Now that the Russian Communists have abandoned socialism, socialism is in very bad repute. It's going to take a long time for it to resurrect itself. The only thing that will make it resurrect itself will be what is happening to capitalism today. It isn't that much better, really, as far as I can tell. If it weren't for the fact that we [in the U.S.] are fundamentally so well off, I think we would be in much greater trouble than we have been so far. But I have no sense at the present time, despite all the protestations about change and so on for the better in the present recession, that it's going to get better that much faster. I don't think it will.

The measure of what a depression was was unemployment. The measure today of a depression seems to have changed. That is to say, while it is a more important measure still, at least as I can tell, among serious people, economists and the like, so many of them seem to depend on other indices that I say to myself, from the point of view of human beings, whether you are employed or not in a work-oriented culture is obviously the measure of whether that culture is in good health, or that society is in good health. We are a work-oriented culture or a work-oriented society.

It seems to me that with so many people losing their jobs, and particularly from the point of view of universities, so many educated people losing their jobs these days, we have a great deal of soul-searching to do in our own institution. We might as well be concerned about our own graduates before we are concerned about the whole world. Our graduates are going to be in increasing trouble. So will our universities be in increasing trouble. I'm sure that there is a subterranean connection between the fact that so many people have opted out of going to universities lately and the fact that a university education doesn't seem to produce the kind of job that you want.

Lage: It's ironic just as we're succeeding in diversifying the student body.

Stern: Yes. Exactly so.

Lage: Getting more social groups to come to the university and then you can't really expect a job when you graduate.

Stern: That is the case. Where are we as a society? We have to do something about it. Well, who is qualified to do it. I think universities are. Going back to the past, going back to the thirties, that index, unemployment, was the crucial index. It was dominant because we didn't have robotization, we didn't have computerization, we didn't have automation, which were motifs which came up in the end of the fifties and early sixties. They had very quick media exploitation. Well, not that quick. It lasted for a couple of years. But then, in the usual fickle way that these things happen, automation sort of disappeared from common conversation. But the fact is that it continued happening, and the net effect has been, as we see it in blue-collar jobs, as we see it in assembly line jobs, we see the diminishing numbers of the steel workers and the automobile workers and so on.

Now we are seeing how it intrudes on middle management and, indeed, upper management. Although simple greed has been called the motive for the kind of downsizing that has taken place as a consequence of takeovers and so on, it's more than simple greed.

As a matter of fact, what we're seeing is the dislocation of a culture. We are seeing the change in patterns of employment which means fewer jobs. Hypothetically, in the first enthusiastic blush of thirty-odd years ago, this should have resulted in more leisure. What are we going to do with all this leisure? The answer is what we've done with all this leisure is convert it within the framework of a work-oriented society. That's what we've done.

Lage: Those who have jobs work way over forty hours a week.

Stern: Yes. Then we create a welfare establishment which then gets criticized, "blaming the victim." Then the poor sods are criticized for not working. But who takes constructive steps to change the situation? Not many people that I see. And when they do, they don't do it with any basis in overall planning. That seems to me absolutely crucial in such a circumstance. Now planning is presently both anathema as a social tool but absolutely essential as a business tool, which is a very interesting point. You shouldn't plan on a large scale as a nation, but you should plan in terms of independent businesses--that's a rather odd way of dealing with the problems that affect society.

It strikes me that we are in the middle of a change. This period is being called post-modern and so on. You talk about art as post-modern. I think we are in a pre- period, not a post-period. I don't know at what point a post- period becomes a pre-period.

Lage: Do you have the title for the pre- period yet?

Stern: I gave a speech a couple of years ago called "The Recent Future." Maybe that's the kind of thing. But it is a pre- period. Dawn hasn't come yet so we don't see it clearly at all. We don't see at all what the next steps are. In a way, although I think he is just sitting around doing nothing, Mr. Bush is just responding as all the rest of us are responding. "What is going to happen next?" he's asking. I can sympathize with that position. I've struggled to believe it, yet I believe that people should take gambits, and do something. If it doesn't work, okay, shrug, and try again. Or if they are going to turn you out as a politician--.

Lage: Let someone else take the gambit.

Stern: Let somebody else do it. That's what you bargain for when you run for office. You might as well put yourself on the line a little bit. But that's not the way it happens.

Family Life and Boyhood in New York and New Jersey

Stern: In going back to roots--.

Lage: We have to get into roots at some point here. Tell me when you were born.

Stern: I was born in 1918. February 1, 1918.

Lage: And in New York.

Stern: I was born in the Bronx, New York. New York City. I was born forty-five minutes before my brother. My brother, Arthur, is my twin brother who lives down in Arizona these days.

Lage: But not an identical twin.

Stern: Not an identical twin. He is a fraternal twin. He doesn't look very much like me. I suppose we could be taken for brothers but not certainly for twins.

Lage: Tell me a little about your family now. We've talked about it at lunch but it wasn't on the tape.

Stern: So I have to do it all over again. Well, my mother [Sadie Reid Stern] and father [Charles Stern] were married in 1916. They met at a socialist picnic, they were very pleased to tell me. My mother was born in New Haven. My grandfather was a carpenter. Then he became briefly, as carpenters could in those years, a contractor. But he was by no means a well-to-do man. He lived with us for many years, in his declining years. He was very sweet, old gent. She came from a large family, my mother. My father's family was only two sisters. That was it. But my mother came of a family which had fourteen children. She was the oldest girl of fourteen children. So I think that affected her attitude toward her role in life. As I was thinking about it, I decided that she never really became a mother so much as she was always the oldest sister taking care of her family, and her family, the two boys, my brother and myself, were really not enough.

So our house was always full of people. As I was thinking about it, I thought, "Gee whiz." We always had people. We had people every weekend, or we went somewhere every weekend. In poverty-stricken times, we didn't have a car so we did a lot of walking. We travelled by subway a great deal.

Lage: Going on outings or going to visit relatives?

Stern: Outings, but always with people. Never with ourselves. Not by ourselves. My mother was very social. She would dictate that circumstance. My father wasn't particularly--. He wasn't reclusive but he was a shy man.

Lage: An interesting combination.

Stern: Well, yes. She dominated. She was a dominant person. By and large he did what she said. As a matter of fact, I think in some ways, roughly I take after him in that respect because I do what my several wives have wanted me to do.

Lage: Am I to believe that?

Stern: Yes, you can believe that. Up to a point. And then you can't take it anymore so you get a divorce--or they do. Except that there is always passive resistance to things that you don't want to do. But I've learned, at least in my present marriage, that that doesn't work. You have to be actively resistant and put it out there.

Lage: That's the new thing.

Stern: Yes. Passive resistance doesn't work. Even if I don't like it I do it without making waves, little bitty waves underneath the surface.

Lage: But what about the outgoingness? You seem to take after your mother.

Stern: I took that from my mother, because my mother cast me in the role of being the family entertainer around the table. The older son.

Lage: Did you really get credit for being the older son, when it was only forty-five minutes?

Stern: I took credit.

Lage: I see.

Stern: Then for the first ten years of our lives, I was slightly heavier, slightly larger.

Lage: That makes a difference in childhood.

Stern: It makes a difference. I was always then more aggressive than my brother. But I was responsible. My mother's belief in hospitality was to put the food on the table and talk a lot but not say very much. I was responsible to be a master of ceremonies. I remember once--.

Lage: That must have left its mark.

Stern: Oh, yes. It left its mark positively and negatively.

##

Stern: I remember once, it must have been when I was about fifteen or sixteen, we were still living in an apartment; this was in Weehawken, New Jersey. We must have had about twenty people over.

Lage: It must have been crowded.

Stern: Oh yes, it was always that way. We would have Thanksgiving dinner in this place with twenty-eight people there for Thanksgiving in a dining room which was about maybe fifteen by fourteen feet. It was very crowded. "Bring chairs," my mother would say to people on the telephone. I remember my father, sitting in the living room, asked, "Where is Raymond?" My Uncle Raymond. Somebody said, "Well, he's lying down in the bedroom; he's not feeling very well." My father blurted out, "Gee, I wish I could do that, but I'm the host." [laughter] That was typical of my father. It was up to me really, to a great extent. And I did.

Lage: It must have fit your personality, or you wouldn't have taken it on.

Stern: I guess so. Temperamentally, it must have fit. That suited me. It suited me right. I just did it. It became a characteristic as these things do. I don't know, if it had been repressed or sat on, I would have been a mess, I guess. But it came out okay, and I wasn't more messy than most people are.

Early life was lived briefly in New York. I remember, my brother and I used to sleep in the back bedroom of a railroad apartment on Sherman Avenue in the Bronx. We went to the Public School No. 35 in the Bronx, about three blocks away. We slept in the back bedroom of this railroad flat. Do you know what a railroad flat is? It went straight on through, just like a railroad car, except that the inner rooms had no windows, or tiny ones like an airshaft.

I guess it was in the late spring, maybe end of April, early May. It was still light outside. We looked out the window and what we saw--. This apartment house was built on the edge of then developing farmland. That was the Bronx back in 1922-23. That was the way it was when we moved there. There was a twenty-acre farm right next door where my mother used to go out and get vegetables.

Lage: I hadn't realized that. Farms in the Bronx.

Stern: Oh yes. At a given point a place gets developed, just the way it is in Santa Rosa today. You have a mixture of farmland and then development. And ironies ensue. Last night, I was at a dinner for the Sonoma Farmlands Trust. So I went up to this dinner. Where was it held? At a country club surrounded by houses and a golf course using up all the water. And you look at it and you say, "What a contrast! What an irony to have the Sonoma Farmland Trust meeting here!" Yet, there is a logic to it because people coexist, obviously.

Anyway, back there in the Bronx was farmland. So we looked out, and there was this hill behind us which still hadn't been built up. In the next five or six years, it was completely developed. But it was still empty, and there, maybe no more than three hundred feet over the slope, was the *Shenandoah*, this huge airship. It was a wonderful sight. The dying sun had just gone down behind the hill, and it was lighting it up from behind. It was this huge--. It must have been 800-900 feet long, as near as I could figure out, because it dominated the whole sky at that height.

We moved from there to a two-family house on Grant Avenue, a few blocks away. We still went to the same school. Then we spent two or three years there. This time we had not the railroad flat, but we were in a back bedroom, my brother and I. It had already been developed by these little houses, you see. I remember a song which was very popular at that time being played on the Victrola, it seemed to me, for months on end. "Valencia." Do you remember "Valencia." [Sings it] That went on for months and months, and I loved it. I didn't mind it.

Lage: It's funny how these memories stay with you.

Stern: My mother was always entertaining. I had lots of uncles, as you can see. She had lots of brothers. She was the oldest, and she had raised all these kids. My grandfather and grandmother were divorced just about the time I was born.

Lage: Was that unusual?

Stern: Very unusual. They were divorced. She had nine children with my grandfather; then with my step-grandfather, she had another five. And they all survived. She didn't have a stillborn among them. And obviously no abortions. They were all born, and they all lived. I still have about nine of them still extant. Well, four of them are younger than I am, so that doesn't surprise one. Yes, in fact, nine of them are still alive--a rather long-lived family.

Father's Business, Mother's Energy, and Brother's Dilemma

Stern: When we were eight years old, we moved to Jersey. My father had worked in the post office when he met my mother. Then he picked up this trade, which was his profession as a designer. He studied design at Cooper Union when he was twenty or twenty-one.

Lage: Was that adult education?

Stern: Oh yes. Of course, this was without any regard for credit. So there is an odd antecedent and, as a matter of fact, I have some drawings of his from 1907 or 1908, not bad but very obviously sort of rigid classical copies, at home; they're framed, in my office. He was born in 1887.

He picked up this training, and then he went into business with my grandfather who was then manufacturing embroideries. They had a factory.

Lage: So he studied design in order to pursue this embroidery.

Stern: No, he studied design, I think, to get out of the post office. He later went into this business with my grandfather. I'm not sure he wanted to, but he did. I never asked him about it. They had a business which was very successful and, as a matter of fact, still exists--owned by somebody else now. Herman Stern & Son. It's located in West New York, New Jersey, and my brother and I are just at this point selling the factory and the site. So I guess it's been in business for more than seventy-five years.

Lage: When your father went into it was it a thriving business?

Stern: It was a thriving business. It was a pretty good business. They had moved it to New Jersey because they thought that that would be a better place for it. That was at that time and to a certain extent still is--the northern part of Hudson County, New Jersey--the center of what's called the schiffli embroidery business.

Lage: The what kind of embroidery?

Stern: Schiffli [spells it]. It has machines which are ten yards long. They could be longer but ten yards is standard length. These were all made in Germany, in Plauen, in Saxony. They were without value in the Depression. The machines are now somewhat modified. You might get fifty dollars to get rid of them back in the Depression. Now they are worth \$10,000-\$20,000, I guess, perhaps more than that.

Lage: They are still in use, then?

Stern: Oh, yes. These are solid machines. This was not your use-up-and-throw-away kind of plastic stuff. These were very solid steel machines, heavy equipment. If you wanted to turn them in during the war, you could get a good price for the iron, but business by that time had become better. It was very good in the early twenties. Then they moved it to Jersey and it was good for a year or two. Then, anticipating the '29 Crash, the business was not good for several years.

We worked in it, my brother and I. My mother went back to work when we moved to Jersey. She went to the factory soon thereafter. She kept the books for my father. She was a bookkeeper all her life. Even when we sold the business, she kept the books for the new owner simply because she wanted to keep books. [laughter] She did it without charging them anything for it. She just liked to keep books. My mother was that way, a very energetic woman. Yes, she was very energetic.

I escaped from her when I was sixteen. My poor brother didn't.

Lage: Did she try to mold your life more than made you comfortable?

Stern: Of course she did. She was a Jewish mother, like any mother, a molder. There are very few mothers in my observation who kick kids out of the nest. Some do, but I think it is a very small minority in my view. I think they always, certainly they worry about their kids. At least that, you see. Sometimes, depending on personality, they make feckless decisions and they do stupid things. But if you had the kind of self-assured, I-know-what-I'm-doing approach that lots of people have, particularly mothers, in my observation--.

Lage: You're speaking to one, of course.

Stern: I quite understood that. They tell you what to do. At least, if they are unhaunted by neo-Freudian approaches. Sometimes they are right; sometimes they are wrong. It's chancy whether the kids turn out, but then, all of life is a chance, so mother can be right or she can be wrong.

Lage: In what ways did she try to mold you? What were the values that were instilled, or attempted to be instilled--? [laughter]

Stern: Family loyalty. Go into the family business. My brother did. It was a big mistake. He was a good teacher. He was later a good teacher when he escaped, finally, at the age of forty.

Lage: Then he went back to teaching.

Stern: Well, what happened was that he was in the army, as I was; I was stationed in Luxembourg at the time, a rather cushy assignment. My outfit was running Radio Luxembourg. I was sitting around--I was a sergeant--relaxing. I was reading Stars and Stripes. I saw this report that Company D, the 113th Infantry Regiment, 78th Division, just lost 70 percent of its people in the Rohr River in Germany, crossing the Rohr River. Suddenly it dawned on me, this was my brother's outfit. So I put a tracer on it and sure enough, he had that which soldiers like, a small wound. It wasn't a wound really; he was badly frostbitten. A disabled veteran, I guess. Still, it wasn't that disabling. It disabled him for many months, years really. Still does in bad weather. He was in the water for about eight or nine hours, in a freezing river, in February. They were pinned down under machine gunfire, and they did lose 70 percent of their personnel.

So finally, they got them out, and when I caught up with him, he was back in Britain, and he was in a hospital. I think they discharged him in May of 1945, so he went home, just as the war was ending, and went into the family business. I think if I had been there I might have helped, and he would have done what he should have done, which was to teach, because he was a teacher, a good teacher, teaching history in high school. I had seen him teach once, and I thought he was very good. But he was trapped. My mother trapped him. My father, too, really, because this was helpful to them, you see.

We worked in the business, you see. I was impatient. I never liked it. What they did with me was send me home to do the shopping and cook the meal for the supper, or prepare the meal so my mother would come home and cook it. It was about a mile from the factory to home so I would walk along, buy the stuff. To give you a flavor of the times, I remember once stopping at a five and ten cent store to buy a pound of ham for fifteen cents. You could buy potatoes for, literally, two cents a pound. Even a penny sometimes. The buns that we now pay a dollar, or a dollar and a quarter for, were four for a nickel. You could get coffee and a bun for certainly never more than a dime. You know, times got better, prices went up. That's the way it worked. Those were my early years.

Public School Education

Lage: We haven't talked about your education. You went to public schools.

Stern: I went to public schools.

Lage: And you said you had skipped a grade?

Stern: I skipped three grades. So eventually did my brother. That's another traumatic experience. I was skipped when we went to Jersey. We held each other's hands briefly in a kind of rough and ready school in West New York because we lived on a street, one side of it was Weehawken, New Jersey, the other was West New York, New Jersey. We didn't know which school to go to. We went to the wrong school for a week. Then we were transferred. So that stopped our handholding. We didn't feel like outsiders that much when we went to the new school, which was much more genteel. Alexander Hamilton School in Weehawken, New Jersey, a very pretty public school that in June had roses all around it. It was built in 1898. I later taught in a school in France which had been built many years before that, but I still remember this as an old school because it felt old. We went to school and after about three years, we transferred to a new school which had just been built. We were in the third grade when we moved to New Jersey, I guess. Eight years old. Is that about right?

Lage: Yes.

Stern: I think so. We then moved into the fourth grade and--. Both of us had been skipped when we were kids, very young, in New York. Then I was skipped and he wasn't, from 4A to 5A. That's the way we went in those days. That left a very bad mark, but the school was pretty small in those days, and they realized that this was not right. These were twins. So they moved him up a week after the beginning of the term. It worked okay but not well enough. That is to say, it left a scar on him, a pretty serious scar, as I think about it.

Lage: It reemphasized this older son, younger son?

Stern: That's right, the favored one. My mother on the other hand always favored him, because she really obviously valued what I was, but she favored him because he needed it more. After he retired from the family business at the age of forty and went to Arizona to live because of this frostbite, he went back to school and got himself a doctorate in political science at the University of Arizona, taught there for a while, and then he went up to Idaho, taught there for a

while, and wasn't promoted to tenure. I think that the influence of the Mormon Church can be seen in the fact that he wasn't promoted. That was in Pocatello, Idaho State.

Lage: Is that a strong Mormon area, in Idaho?

Stern: The whole mountain/west is strongly Mormon: Idaho, Nevada, as well as Utah. Mormons are definitely important in parts of Washington, too, for that matter, and western Colorado.

Lage: I didn't realize that.

Stern: Remember, this is a sparsely populated part of the world. This is a strong and united group of people. I think that probably was the major influence in my brother's case because, after all, you know, a liberal democrat doesn't really sit well with conservative interests.

Anyway, he went back to Arizona. He hadn't sold his house in Tucson. He had some horses and a few acres, outside of Tucson. It's now inside Tucson. After all, thirty-five years; the city moved out.

But when I came to Berkeley in 1971, I called my mother and told her I was moving from Michigan, and she said, "Oh good. Now you can get your brother a job." [laughter] That was her first response. I laughed. What can you do?

That's the kind of background there was and it carries through.

Religious and Political Background

Lage: What about religious training?

Stern: We had no religious training. Both my parents and their fathers, both my mother's father and my father's father, my grandfathers, were without religion as near as I can tell, as much as I knew them.

Lage: They didn't practice any of the rituals?

Stern: No. And my father was not bar mitzvah. That is in Judaism a fairly strong indication of a non-religious approach.

Lage: Was that uncommon?

Stern: I think it was reasonably uncommon. My maternal grandfather, with whom I was more acquainted, was very definitely irreligious. He was an atheist near as I can tell.

Lage: Was he vocally an atheist?

Stern: He was a very mild, sweet man. He wasn't aggressive, not very aggressive. He was a carpenter. He used to read the Jewish newspaper. He used to read the Forward, a newspaper, I think, that has just gone out of existence.

Lage: Was it in Yiddish?

Stern: Yes. It was in Yiddish. He would sit there and read it. We used to, when we were small, play around in the chair he sat in, which was a Louis XIII chair. He'd make gestures toward us, a very sweet man. I realize now that I'm almost as old as he was when he died.

Lage: You thought he was ancient, I'm sure.

Stern: Well, he looked older. After all, he had a much harder life than I have had. He worked hard. He was a hard-working man, a very hard-working man. A good carpenter, a wonderful carpenter. Where was I?

Lage: He was reading the Forward. I don't know if there was a point to be made about reading the Forward, or just the fact that he did read it.

Stern: I'm just remembering in terms of religion. He was not religious, but he had obviously the sense of group identity of being a Jew.

Lage: Were you bar mitzvah?

Stern: No. That's what I'm saying. This was a tradition. We weren't.

Lage: What about politics? You mentioned the socialist picnic. Was politics a part of the family discussion?

Stern: It vanished. As soon as my mother and father set themselves up in business, it-- It didn't disappear. They were always liberal Democrats. But it disappeared, I guess, in the thirties. I think the last time my father and mother voted for Eugene Debs was in 1932. I think they both voted for Franklin Roosevelt in 1936. I think that was it. But the approach to first radical, so-called radical, and then liberal politics was always a constant as we were growing up.

Lage: You mentioned that the business did well during the Depression so the family wasn't affected.

Stern: Well, it did do well the first years, in the early years. But it changed for my father I think about 1935. At that point, my brother and I were in college, and business became much better. He had experimented with certain new approaches to manufacturing for the upholstery trade. There weren't many other places in which this business was present. It seemed to exist in North Hudson County, and a few factories in the Bronx, a few in Los Angeles, and that was it in the United States. These Schiffli machines represented a fairly significant capital investment. Obviously, they had to be either in the factory that one owned or rented. So you had to be an enterpriser.

He was a designer as I said, so he did all his own designing, which was a help because it saved first a few bucks, and then a few hundred dollars, and then a few thousand dollars as time went on. Then he was able to design things for the upholstery business. In effect, he was his own inventor. Instead of relying on customers to give instructions about what they wanted, he showed them things that they might want, and he would sell the design as well as the ability to embroider the design.

Lage: So he used his training at Cooper Union?

Stern: Yes, but definitely. Without question. It was a very important asset. This was, I think, a very stabilizing influence in his life because he had a design table in the factory, which I visited for the first time in many years just a month ago when I was in New York, because we are contemplating selling the factory. The man who was doing business and paying us rent had changed it, and I saw the ways in which he changed it and what he had left the same.

Successive Waves of Immigrants in the Old Neighborhood

Lage: It's amazing that it is still going on.

Stern: Well, it won't die even now because, the way things work, it will be sold probably to a Cuban who has come in, an immigrant-type who has come in, because this area is entirely inhabited by Latin Americans, largely Cubans. The Cubans were the first who moved in about thirty years ago in the first wave of anti-Castro emigres. They moved in and have taken over, really, followed by others-- Salvadorans and so on--this whole part of North Hudson County.

There is even a new wave, near as I can tell, of Chaldean Iraqis who have moved in as well.

So what you had was the first wave of Irish, German, Italian, then German-Jewish and Eastern Jewish immigration there. That has now moved over to Cuban, other Latins, Central Americans for the most part, and then the latest wave in the last six or seven years is now people from Arabic-speaking countries but as near as I can tell, mostly from Iraq and Egypt.

Lage: There is a very great vitality there.

Stern: Yes. That's right. It's a very interesting kind of situation. I was in New York at the end of March; I was given an honorary degree up in Saratoga at the beginning of April so I went a couple of days early to see my daughter, who lives in my mother's old house in that neighborhood. She took me around.

##

Stern: She took me down the East Boulevard, which faces the Hudson and New York on the other side, so you have that view of the Manhattan skyline. As we drove down, we passed the house I know my mother wanted to move into some forty years ago when they moved into this house that my daughter lives in now. My father wouldn't do it because it was too imposing a house. He would have felt out of place. As I said, he was reclusive. He was shy. This was too assertive a house. It was on the boulevard and looked out over the city, and it was a lovely house, still is a lovely house. Just next to the park. He wouldn't do it. They paid the same price for the house they moved into. It's a nice house, I suppose. I don't like it. It's situated on a wide street, 79th Street it is, in North Bergen, New Jersey. It was a doctor's row at that time. To a certain extent, it still is, so that it is about six steps better than the houses on the side streets that are all around there, which represent really blue-collar and kind of tenement houses for the most part, then with a sprinkling of apartment houses.

The area is now dominated by large apartment houses looking over the river, high houses, which is the latest step. These high rises have obviously changed the entire aspect of the area, changed it not for the better or for the worse, but they've just changed it. That's the way it is. But that was indicative of my father's attitude.

One shouldn't move into a house which looks as if you can afford it. [laughter] At that point, he was well-to-do. He became quite well-to-do. They went traveling all the time. As soon as my brother moved into the business, they were off

traveling. Christ, they went up to Lapland and every other bloody thing. They had a very nice life. I was glad he had had the travel before he died in 1960. My mother outlived him by many years. She died in 1981.

So that's the background of the family. I don't know whether that is enough to give you the clues.

Lage: I think it gives us some pretty good background. Other things may come to your mind. You see, you're not linear here. You are going to be a person who jumps back and forth in telling the story. So we'll pick up other things later.

Stern: No, I'm not linear because this is a first draft. [laughter] I do this the way I write a speech--. Just write it and then cut and paste. I don't know what your practice is.

Lage: We try not to cut and paste too much. I like oral histories that show how your mind works, what the transitions are in your thinking.

Stern: I see. Well, that's the way my mind works.

II COLUMBIA UNIVERSITY'S NEW COLLEGE, 1934-1938

A Non-Traditional College within Columbia's Teachers College

Lage: I would like to talk about your Columbia experience if you're ready for that.

Stern: Columbia University. Yes, sure. Well, let's see. It goes back to 1934. My brother and I were sixteen years old. We got out of high school when we were sixteen. This was Weehawken High School. I was surprised a couple of years later while I was in the army; I got a clipping saying that Mr. Johnson, our school principal, had absconded with the funds from the school bank.

Lage: A scandal.

Stern: That's the way it goes. It's sort of soap opera-ish. It didn't affect us that way when we were in high school. I had a classmate who became very prominent. Jerry Robbins--his name was then Jerry Rabinowitz--a sweet little boy with dimples who later became, I suppose, one of this generation's outstanding choreographers. Jerry Robbins, a good dancer.

My brother and I were settling on college. He settled rather quickly to go a place called New College, Columbia University. He was going to be a teacher. I didn't want to be a teacher. I didn't know what the hell I wanted to do.

Lage: Was New College a part of Teachers College?

Stern: Part of Teachers College. It had been set up as a progressive college, as a non-traditional college as they would call it these days. An undergraduate college that would nevertheless give not only a bachelor's degree but a master's degree after maybe five or six years, because it was completion of the program that determined, not the years, the amount of time spent. It was full

time; it had to be. I was undecided as to whether to go to Wisconsin, Rutgers, New York University; I had been accepted at all these places.

Lage: Were your parents willing to send you to all these places?

Stern: My paternal grandfather had set up a small fund so they weren't going to be burdened, really. The money was there. It didn't take all that much money. Well, in terms of what money was worth, it did. But I think he set aside something like \$5,000. But you know what tuition was in those years. As I recall, tuition was something like \$200 a year, something like that. Maybe \$400; \$200 a term. Seven dollars a point is about right. It might have been less. That was in private universities.

Then my brother went to what was called New College Community, which was a farm down in the mountains of North Carolina, southwest of Asheville, on the east fork of the Pigeon River. He went down there for four months. When he came back, I thought this was marvelous. I looked at him; he was glowing; he said it was a wonderful experience and so on and so forth.

A Year at New College's Working Farm in North Carolina

Stern: So I went calling on Tom Alexander, who was the dean of New College, and I asked in. Inasmuch as he wanted to collect everybody he could find, I was accepted. This was in September, and I turned around twice and down I went to New College Community for my first year in college. My brother wasn't happy about that because--you know, you have children. You know what children are like when somebody moves in on their territory. I was moving in on his territory. Even then, I was a little bit troubled by it but not really. Later I regretted it a great deal. I think it was--. But I couldn't do anything about it; this is what I had opted for. I was far away from him. He was up in New York, going to school and I was down there.

Lage: So your first semester was on the farm?

Stern: First year. September to September I was down there.

Lage: Did your brother go a year, too?

Stern: He came back in September of 1934, when I went down.

Lage: So he went in the summer.

Stern: That's right. So my first year in college was spent on a farm.

Education Based on Life Experience

Lage: What was the theory behind this type of education?

Stern: Experience. To be a good teacher, you had to know what life was like for the people you were teaching. So you had to spend time on a farm, time in a factory and then also go abroad, because that was supposed to be--and indeed it is, was and is--a broadening experience of intellectual quality which as a matter of fact even these days teachers rarely get in their college years.

There were no requirements for attending class. The college's dominant curricular motif was a central seminar for each group of students who were admitted in the fall. Because of the pressure on him, I realize now, Alexander would admit students other than in the fall but by and large not gladly or eagerly and only on a selected basis. He was a charismatic man. He had been a teacher himself. He had gotten a hold of these ideas out of his major research and scholarly interest, which was Prussian education--elementary school education of a progressive kind which was taking place.

Remember, this was the period in which progressive education was really riding high in the United States, the twenties and thirties. John Dewey had just retired from Teachers College. Alexander was a professor in Teachers College, a professor of elementary education. William Hear Kilpatrick was flourishing and was an authority. If we are talking about social activism, Kilpatrick was an advocate, as was George S. Counts and others, too.

Lage: So you were being prepared to teach progressive elementary school education?

Stern: That's right. Experience was a dominant motif in progressive education. This was, I still think, certainly of crucial importance. I think "up from basics" is more important than "back to."

Lage: But did they also teach you how to teach math, how to teach reading?

Stern: Oh yes. I was an English major and boy, I had a pretty stiff routine.

Lage: While you were on the farm?

Stern: Oh yes. As a matter of fact, my professor of English, Henry Simon, came down. The way it worked, a professor in a given field would bring down a handful of majors. Those of us who were there would sit in with them and without them, and we would have classes. After all, in winter time, what can you do on a farm? You do your chores. You do those from 4:30 in the morning on, and then about 7:30 you can do some other things. What you do on a farm if you're not doing that, you can do other chores. But we didn't do other chores. We'd go back and we studied. This was general practice, and it worked pretty well. Were I to modify it, I think I would handle it somewhat differently myself. But this was experimental. We were guinea pigs as well.

Theoretical Influences on New College's Tom Alexander

Lage: How did Prussian education influence Alexander?

Stern: Prussian Education--this was the period of the Weimar Republic, remember, the 1920s. Hitler didn't come to power, after all, until 1933 so that throughout the twenties you had ideals in education which were the same ideas that animated the Bauhaus in art. The Weimar Republic was a period of great lightening of German history, of German attitudes. It's very important to be seen that way. This was a crucial period of middle European history.

Also, you had the tradition of Maria Montessori: learn by doing. You had a parallel, Dewey, in this country. Where did Dewey get that? Or Alexander?

Lage: Where did he get it from?

Stern: He got that in Germany. The tradition of German and Swiss, Middle European, adventurous education is a long one. After all, you have an enlightenment which comes out of Germany which, I think, is not to be ignored. We tend to subsume everything under the notion of *prosit*, *achtung* and heels clicking and so on, but German elementary school education--. I'm not talking about the mainline public education in German or even private education. I'm talking about a very important trend of progressive, experimental education, which goes on all the time.

Lage: It wasn't the central trend in Germany?

Stern: Oh no. I'm not alleging that. I am saying that at the time of the Weimar Republic, however, it was very alive. Things take on a romantic coloration in other countries as well, remember that. There are many things about the United States which are really romanticized in other countries. For instance, the New York Times just had a wonderful story on the opening of EuroDisney World. Did you read it? Did you read the quotation from the young Frenchman who said, "This really tells us the way things are in America." That's what I mean. That's romanticizing, if not sentimentalizing.

In addition to that part of his background, Alexander had himself spent a year, or was it two years? I think it was two years, teaching at Robert College in Constantinople. He was quite young. Let's see, 1910. He was only twenty-three years old. So he spent a couple of years teaching there in Constantinople. So he had a much broader range, really, than most people. He came out of kind of a typical Calvinist soil that schoolmasters come out of, you know. I was quite responsive to that myself, although I didn't at that time like Tom Alexander.

Lage: You were responsive to the progressive ideas?

Stern: I was responsive both to progressive ideas, and I still am, but I was also responsive to that characteristic--I respected it, I realized--in him, even though I disapproved of his infiltration of Hitler Youth into our community in Carolina.

Lage: We'll have to talk about that.

Stern: Remember, this was 1935, so you didn't have that acute sense of what Hitler Youth stood for that you had later.

Lage: There are several things we need to follow up on.

Stern: Which one do you want to pick up?

Lage: What you respected in Tom Alexander.

Stern: That Calvinist approach.

Lage: Which was?

Stern: Clear cut. A clear-cut,--.

Lage: Orderly?

Stern: --orderly. Not so much orderly because he was not an orderly person. But orderly thinking. I respected a certain kind of confident authority he had about the field in which he was working.

He knew about elementary education. He knew about secondary education. Indeed he did. He later went back to Germany to help in the administration of schools, also to Japan, after World War II.

Lage: So he combined the Calvinist strain with the experimental progressivism.

Stern: That's right.

Lage: That's an interesting mix.

Stern: Oh, it's not unusual. Look at people like Bertrand Russell, the same sort of background. Think of schools in Britain which were conducted by the same sort of people. There is always this attempt by the establishment to categorize these people somehow or other as overall rebels; as well as being experimental in education, they're also experimental in sex and religion and everything else. I remember one of my teachers in New College telling us, "You can't really be a revolutionary in politics, sex, and religion at the same time. You have to choose one of them, because even two of them won't work." [laughter]

Lage: What did you object to in Tom Alexander? You said you didn't really like him?

Stern: I objected to that authoritarianism which was a corollary of authority, which I interpret as authoritarianism, and I still to a certain extent do, because I do think it was extremely reckless of him to bring those kids [the Hitler Youth] down.

Lage: Now, tell me about that. Was he, then, sort of fascinated by the rise of Hitler?

Stern: I think that he was to a certain extent because, after all, he was sympathetic to the idea of the poor Germans, and the poor Germans were in trouble, and here was somebody who promised a certain kind of release, so I think that on a temporary basis he had that attitude.

Lage: He brought Hitler Youth to the farm. Tell me more about that.

Stern: That was very interesting. Not only a few of them; fifty of them. We had in the summer this incursion of about 120 college students from New York. We were down there on the farm; there were fourteen or fifteen of us. I was the youngest. The others were all mostly eighteen to twenty-one or twenty-two, maybe. Then we had a resident director, Margaret Coble, who came down from Greensboro, North Carolina, who came from the women's college in

Greensboro, North Carolina. She was a maiden lady in her late forties, which was just awfully old to us. She ran the place. She ran it with a certain kind of acceptance of discipline on her part, a democratic discipline, you see. In other words, two people would work with her to organize all our work for a week. We changed every week or two weeks after that, so that this was in a way directed democracy.

The Practicalities: Chickens, Cows, and Garden Crops

Stern: It worked. It worked pretty well. As I see now, it worked pretty well, although naturally one chafes under the restraints that were imposed. The work had to be done; that was the beauty of it. You had to do the work. Somebody had to do it. We were the only ones who could. If you have to build a water wheel, you have to build it. If you have to be out--we had fifteen milk cows--if you have to milk those cows, you have to milk them. When you don't have any machines, you have to milk them by hand.

Lage: Were these mainly city boys?

Stern: Oh yes.

Lage: Women and men both?

Stern: Yes, one married couple, as a matter of fact. They were men and women. We had two houses. Essentially we put men in one and women in the other. We didn't use all the rooms; they were big houses. This was an old plantation, in effect. It was 1800 acres, about 300 acres of reasonably good tillable land, maybe twenty acres which was suitable for garden crops. We only put in about three acres of garden crops. We did a lot of canning.

Lage: Did you look at it as a commercial enterprise?

Stern: Oh no. It was self-sustaining. We supported ourselves. We would kill the cattle and pigs, and we ate them. We had chickens. That next spring, I raised two thousand chickens. I'm proud to say I only lost thirty-five, particularly when you think that we didn't have any way of heating the place by electricity. We had to use wood. You have to maintain--. Are you familiar with raising chickens?

Lage: No, I'm really not.

Stern: When you get chicks, you get them from the hatchery when they are a day or two old. They come and they huddle together. You get a

thousand chicks and you put them in this brooder. You have to have a temperature which you reduce slowly, and you have to have an equitable temperature and you have to keep it going twenty-four hours, forty-eight hours, seventy-two hours.

Lage: With a wood fire I can see how difficult that would be.

Stern: The very first week and a half are crucial in the lives of these chickens, because you can lose all of them. They have to have their little asses wiped all the time because they get clotted up. There they are chirping around, huddling together. You have to keep on sorting them out to make sure you are not going to lose one who gets constipated and just dies, just like that, and you will have to kill them because otherwise, at a given point, you don't want them to suffer. That's what you do; that's the way you raised chickens in those days.

When you do this with a wood fire, you're up all the time. You can only go away for really an hour. Not even an hour. Thirty-five minutes at a time.

Lage: Who was there to train you on how to raise chickens?

Stern: We had a guy named Luther Pless, Mr. Luther Asbury Pless. Luther was a farmer who lived down the hill. He was in effect our foreman. He would tell us what to do. He was quite good, very capable.

Lage: It must have been amusing for him.

Stern: Oh yes, it was amusing for him. Every once in a while, we would introduce somebody else. I remember there was a character I built a root cellar with, named Carter Trull. He and I built the root cellar. But Carter was kind of easy-going, so we didn't go very fast in building this root cellar. Ten years before, he bought himself a Model T Ford which he then didn't do anything with because he was afraid to drive it. Now, ten years later, he got it out of cosmoline and he cleaned it up and he was driving it for the first time in his life. We only had dirt roads around there, and we were fifteen miles from a telephone. We had a well. We had our own electricity so we were able to get running water. That was about it.

Lage: Did everybody in the group last through the year?

Stern: Some people faded. I have a good friend, Irma Commanday Bauman, whom I see every once in a while. She lives in New York, but her brother is music critic for the Chronicle, Robert Commanday. She comes out here, and we picked up an acquaintance again after-- I

guess I hadn't seen her since the war, more than forty years, fifty years. I guess the last time I saw her was in 1941, and then I didn't see her for another twenty years. She had gone through two marriages, I think. She left the farm early. She became ill and left early.

Then the guy I came down with from New York on the bus, Allen Olmstead--he'd been playing football at the University of Michigan, but somehow or other, imbued by the notion of virtue that attends upon a youngster whose father was secretary of some YMCA region, he decided he had to do this. Allen was then twenty-one, I was sixteen, and we came down together on the bus. He plied me with rye whiskey. I was drunk for the first time. Oh, it was terrible. Rye whiskey and milkshakes.

Lage: On the bus.

Stern: On the bus. And it was ghastly. This was before thruways, so it took us--to get down from New York, at a cost of \$7.80 as I remember the price--forty-two or forty-three hours. It was really a horrendous trip. You had to go down the valley of Virginia and then up over and through Tennessee, through Bristol, Tennessee, and then down into Asheville that way, because that was the only way you could go. Allen established a liaison with a woman named Doris, whatever her name was, and they got kicked out. Then they got married, which was a mistake. I think they repented of in the space of about a year. Then he came back.

Lage: Was your brother there that year?

Stern: Oh no, no. He had been down there before, you see.

Lage: So he was off with another aspect of the program.

Stern: He was going through classes on campus; he was back home.

Hitler Youth at the New College Community

Lage: Tell me about Hitler Youth. You didn't really--. What was it like when they came in?

Stern: You can imagine the "Horst Wessel Lied" being sung over the mountains of North Carolina; that was what it was like. It was very interesting to see New York Jewish girls going along with the Hitler Youth types. That was frightening but that was the way it was in 1935. They came down, and this was the subject of some

discussion but not really intensive discussion. They were going to build a chalet, a Bavarian chalet. They were going to show us how. What really got to me was when they got it built, sort of, half-assedly, God almighty, it took Carter Trull and me and two other guys to make it work right. We said, "My god, look at this up here. It's going this way, that way." We were pleased by that; they didn't prove themselves out, really.

Lage: Was there blatant anti-semitism?

Stern: No. What was blatant was a degree of sexual rivalry--after all, these were all young men--over our own locals. There were about 130 or 140 of us down there, you see.

Lage: Oh, a large group.

Stern: Yes, because this was the group that came down for the summer. We had a lot of work to do in the summer. Summer is the time when you do some farming. You plant crops, you take them out, and you sell them in summer. We had a lot of field crops. We had a lot of corn because we had cattle; we had fifty beef cattle. So we needed all these people.

And harvesting. I remember, I came back for harvest later that fall. I just wanted to go back for the potato crops; I guess I was homesick!

###

Stern: There was a good deal of tension. What was most interesting about the experience was their attitude toward each other. The dislike of people from Bavaria for Prussians, the hostility between Hamburgers and Frankfurters, which was always very amusing to us--hamburgers and frankfurters, you see. I don't know to what extent this has since dissolved, because I haven't really been back to Germany except briefly, just to get out of Germany during the war. I hadn't been back there since the war. I have a son-in-law and daughter there now and probably will go there this summer. I'm still unclear to what extent there was, owing first to Bismarck and then to the Third Reich, any sense of unity among Germans.

What I read now is very clear. It doesn't exist between East Germans and West Germans. So my guess is that the old insularity, the old parochialisms going back through the ages, still exist, the regional and tribal separateness, which is not uncommon. To what extent it is more extreme than it is, for instances, in the United States I'm not sure; I don't know. It was certainly apparent then. It was quite apparent then.

Then it ended. They went away. But the outstanding memory I have is hearing the "Horst Wessel" song they had sung [hums melody]. A very threatening sound.

Lage: You say it was threatening. Was that a general view? Was that brought up to Tom Alexander?

Stern: Oh yes. He was criticized for that. He was called a Nazi fascist, too. No question.

Lage: Did that affect his career at New College?

Stern: No, he was dean of New College; he was a professor at Teachers College. He had tenure there. The time was alive with all kinds of disputes and attitudes expressed. Members of the professoriate in Teachers College were far more socially active, if you like, and expressed opinions contrary to each other. So I don't think that it really affected him. The dominant motif was after all expressed by the then dean, later president of Teachers College, William Russell, whose father had been dean of Teachers College before that, following Nicholas Murray Butler. Russell's position, as was made clear a few years later, 1937 or 1938, was: "Teachers College is not a red institution. It is red, white, and blue." [laughter]

Lage: There you go.

Demise of New College

Stern: There you go. So, no, I don't think it really interfered with his role. What finally did New College in, I think, was finances, I guess. At least, that's the point that was made. Now some twenty-five, thirty years later, I was at a dinner in New York. My then wife was a board member of an outfit, and she went to a dinner that was hosted by Mrs. Nathan Strauss, who was a very important benefactor of Teachers College. On the occasion, she had the then president of Teachers College as a guest. I remember asking him, "Why did you do my college in?" He said, "It had fulfilled its mission." I thought to myself later--not then, not too much later--he's right; it had fulfilled its mission. It's quite true. What do you do with an experimental institution, if you are responsible for the larger parent institution? What do you do with it after seven years when it is obviously losing ground?

The way it was losing ground was that you had too much student turnover. As an experimental college, it attracted a group of students. It also lost many of those students in successive years.

Lage: Because they were just searching something out.

Stern: That's right. This is the way it happens. So, inasmuch as it was working that way and inasmuch as its routine required some continuity of student experience, you couldn't bring them in, turn them out. But you had a basic group--I was one of them; my brother was another--who stayed with it. But that wasn't a large enough group; it just wasn't. It never had more than three hundred students.

It was also, to a certain extent, beginning to be an embarrassment to the university, in the sense that it was a deposit for Columbia football players. Like Sid Luckman, a name that you don't know, but Sid was the archetypal quarterback. Sid Luckman was a classmate of mine.

Lage: But how could he be in Asheville, North Carolina, and play on the team?

Stern: Well, if you have a flexible program, you can do a lot, can't you? Anyway, so Luckman was a student. But he was a football player. You know what football players are. They concentrate on football; they don't concentrate on study. It's the rare one that can do both. It's like doing two things at once. It's very difficult. If I had my druthers, I would say, "Football players have a different schedule from the rest of us. They play football; then they go to school."

Lage: Alternate semesters.

Stern: Yes. Something like this would be a much more plausible way to go. Hence, a program like New College's is eminently plausible for them, unless they are concentrating on football and they are there only to play football, which is more likely the case.

Sid went on to be not only a Columbia quarterback but also he played for the Chicago Bears for quite a few years. Every once in a while, I would still see pictures of him, playing with the Chicago Bears.

A Year Abroad: Teaching English at a French Lycee, 1936-1937

Lage: What about your experience in France through New College?

Stern: Yes. So then, carrying on the political motif if you like, I was an embarrassment to Tom Alexander--I think this was part of his

motivation--and I would not ascribe a single motive to him. But I was up for a year studying in New York. I was being the busy English major, and I was editing the school newspaper with a couple of other people, attacking Mr. Alexander, naturally.

So at the beginning of the next year, he called me in and said, "I have this job for you, teaching in France." That had been established with one or two people previously.

Lage: The idea of going overseas?

Stern: No. Instead of going over and studying, going over and teaching. So after I thought it over for a while and decided I wasn't deserting my radical colleagues, I decided I'd do it. So I left. I remember going across on the *Normandie*. It cost \$75 to go across. [laughter] The very first French omelette I ever had in my life, which was marvelous. "My god, is this the way they cook?" Stuffed! Sneaking into first class and seeing all those people, with white tails yet. White tie, tails.

Lage: It's really a caste system on those cruise ships.

Stern: Yes, it was then. It really was. A couple of movie stars--there was a movie star--she was before your time. She always lisped--Kay Francis. Do you remember Kay Francis? She was always the other woman, the menace. She was very beautiful, as a matter of fact. I always thought she was a lot more attractive than the typical insipid heroine. I remember, she was on that boat. I remember an Indian Methodist missionary who tried to convert me.

Lage: You have a good memory.

Stern: That's hard to forget because he was very persistent. I got to Paris and met one of my classmates--. No, not my classmate; he was a year ahead of me. He was there studying piano with Nadia Boulanger. That was his experience. That would be quite an important year for him, when you think of Nadia Boulanger as an instructor. He had himself and a piano in a terrible old tenement on the Rue la Sorbonne. So I stayed with him for the few days I was in Paris. I checked in at the Office National des Universités and got my assignment, with raised eyebrows from them--"What kind of a creep have we here?" After all, I was only eighteen. I should have been a couple of years older.

Lage: What were you going to be teaching?

Stern: I was going to be assistant d'anglais, an English assistant teaching English conversation, which is logical.

Lage: Were you in a university?

Stern: No, in the Lycée de Bayonne, which is a French lycee in the southwest of France. I should add that typically this job was undertaken by older people. For instance, Henry Miller had this same job in another lycée just seven or eight years before I did.

Lage: That's a claim to fame.

Stern: I'm a lot younger than Henry Miller. He wrote about it in, I think, Tropic of Capricorn. I can't remember which book, but it was an acute memoir of that time. That's what he did. It was a way to survive for him. That was in the twenties, the mid-twenties, that he did that, about 1928, I think. This was now 1936-37, the school year '36-'37. I remember checking into the lycée. I took the train down.

Lage: Was this a rural community?

Stern: No. Bayonne is an old city. It was a city of then 27,000 people. Now, probably closer to 50,000 people, but very close to Biarritz, eight kilometers, five miles from Biarritz which is, as you know, a watering place on the Bay of Biscay, connected then by tram. It was a long trip because they didn't have as fast trains as they now have. It took twelve hours to get down from Paris. I got off late at night. The only vehicle in the square was a horse and carriage. So I got the horse and carriage. I had a trunk. In those days you travelled with trunks, a steamer trunk. I got it onto the carriage and rode up the hill, across the bridges. There are two rivers, a confluence of rivers; Bayonne is an old port, a rather important port in the Middle Ages. It's at the bottom of the Bay of Biscay.

This is all Basque country. It was the city in which Louis XIV was married, in the cathedral which still stands, a twelfth century cathedral. It still has the walls and the ramparts. It still does, still today. They didn't destroy them during the bombing.

So I checked in, after ringing the bell and ringing the bell. Finally the concierge came down. He gathered who I was. He inferred who I was. So he said, "Moment." I figured out that means wait a minute. He came and he got the only person in residence who could really speak a decent English. He was my future German colleague. The French had this system of importing people from other countries--Germany and England, or America--to teach the language skills. That's what they had established some years before that. Not too long before.

Lage: Not a bad idea.

Stern: It's a good idea. Indeed, when I went back to see the place after thirty-eight years, I discovered a young man from the University of Leeds was doing the same job I had done. The only difference was that I loved the cooking, and he complained about it. [laughter]

So I got there and my German colleague greeted me in English, quite passable English, which irritated me. His name was Hans Veltrup. If you can believe it, he lived at Number 3 Adolph Hitler-Platz in Burgsteinfurt in Westphalia. That's where he lived. He was a gym teacher in Germany. He wore his hair in a hair net when he went to sleep. You know, Europeans do that sort of thing.

Lage: How was your French?

Stern: I didn't have any to speak of. I had high school French which I practically failed. Then I goofed off in this one year of college French I had, so I was really unprepared for it. But I spoke English, and that was all I was supposed to. I learned French very rapidly. You had to under those circumstances. So that was it.

I met Monsieur le Proviseur who was a distinguished white-haired gentlemen with the same ribbon in his buttonhole that I now have. It's the Palmes Académiques, given to academics for the most part who aren't quite up to the Légion d'Honneur. And then Monsieur le Censeur. Monsieur le Censeur is both the bursar and--. Why he is called the censeur, he is responsible for punishment.

Lage: I see. The disciplinarian.

Stern: He was beating a kid when I came in to see him. Then I went to teach my first class the next day. They gave me a day of rest. I was introduced to the young men; this was a boarding school. This was the first year of free secondary education in France. Before that, it had not been free. They had about 110 boarding students in a total of 450, including in the upper classes, *philosophie* and *mathématiques*, they had about maybe fifty girls, but that's all. They didn't have a proper high school for young women in Bayonne so girls went there.

We lived in small rooms up in the tower. I lived in the same room that had been inhabited in 1910 and 1911 by Pierre Laval, who had been a *maitre d'internât*, meaning a proctor taking care of the boarding students.

Lage: It sounds as if you did a lot of historical investigating.

Stern: Well, I couldn't help but know who lived there because on the back of the closet door were the names of everybody who had occupied the

in 1910-1911, it was Pierre Laval. So inquiring, I discovered that it was the same Pierre Laval who was at that point in the thirties-. What was he? He was deputy prime minister, foreign minister, General Evil type around. I don't remember whether he was hanged or he killed himself, some time about 1945, because he became Pétain's prime minister. A generally unsavory character.

So I taught my first class. Before that I had my first meal. I discovered that we adults had a private dining room a little bit smaller than this room and a little bit narrower. At each place setting was a bottle of wine, a full bottle of wine. At lunch and at dinner. The kids, after the age of ten, got a half bottle at lunch and at dinner. This was a little bit startling to me.

Lage: And then you go on with your studies.

Stern: Then you go with your studies. You could drink it or not. It came out of barrel, but it was passable wine, the kind of wine that they sock us these days six bucks for, or seven bucks for. Jug wine, but it was good Bordeaux wine, perfectly okay. In those days, wine didn't cost very much. You could get a bottle of the same kind of wine for one and a half francs which was then worth nine cents down at the grocery store.

Lage: It was just a substitute for water.

Stern: Indeed, let's face it. It was a substitute for food to a certain extent. Beer was always in England a substitute for food. Do you know what the beer allotment for men in Northern Yorkshire abbeys was? It was two gallons a day. And for women, it was one gallon.

Lage: At what time was this?

Stern: This was the fifteenth century. How do I know this?

Lage: I don't know. [laughter]

Stern: Only because I served on the scholarship board of the Richard III Society. I was reviewing, should we give this guy a couple of thousand bucks. This one was wonderful. He was doing a survey of the breweries attached to abbeys in Yorkshire in the fifteenth century.

Lage: What a great field of study. [laughter]

Stern: I thought to myself, two gallons a day. Of course, it wasn't a fairly heavy alcohol content; it was a substitute for water. But it was also a substitute for food. Now I'm not at all sure that

wasn't also for other family use. I'm not certain about this. But that was what he said. I was struck by this.

My first class was, in its way, entertaining. After all, I was eighteen years old. I taught class before, as I told you.

Lage: At age fifteen.

Stern: What did I know about teaching? I was either overprepared or underprepared. What was I going to talk about? I had, obviously, misconceptions about the command of language. The very first class was a group of eleven or twelve year-olds. These kids were always interested in Redskins, peau rouge. They had the view of the romance of the American West. Now it's Disneyland.

Lage: Then it was Indians and cowboys.

Stern: That's right. That was the thing.

Lage: They probably thought you were one.

Stern: Oh sure. They were absolutely daunted when they discovered that I had only seen a few Indians in my life and not in the West but in the South, Cherokees. I told them these details, you see. That's the way I would eke out my time because I always underprepared, it seemed.

Lage: But your stint at the dinner table at home must have helped you keeping conversations going.

Stern: Oh yes. Right. That helped. I was able to do that. So that was the first class.

Lage: That's fine. We'll wrap up that experience next time.

Oral History as Obituary

[Interview 2: May 6, 1992] ##

[Begins with a discussion of a review Stern had read of two recently published memoirs.]

Lage: Are these oral histories or written memoirs?

Stern: Well, they are written memoirs, but they are the same thing, obviously. There is a self-indulgence about these things that comes out. One is by a fellow named Richard Hough whose volume of memoirs strikes that reviewer as an "altogether different note from that published last year by his near neighbor and exact contemporary Kingsley Amis. Amis used the opportunity of writing his life story to settle old scores in a series of often vindictive cameos of the literary figures of the fifties and sixties. Hough has produced an amiable book full of warm tributes to friendships of the past," and probably very dull, I'd say. [laughter]

Lage: Yes. I think it's fun to settle a few scores.

Stern: In any case, I suppose one should strike a middle course in an oral history and not settle old scores and not be over-amiable.

Lage: But you have to be a little self-indulgent because that's the nature of the thing.

Stern: Yes, tell it like it is. One of the characteristics of an oral history, as far as I can see, is that it is in a way like writing your own obituary, and you should take care about that and select the detail with some circumspection. But also I suppose one should try to be as candid as possible. So in the interest of candor, what's your first question for me?

France and French Education in the 1930s

Lage: Last time we had you in France. Did that experience leave any lasting impacts?

Stern: It made me a francophile which I suppose lasted, with one interruption. I got impatient when I was in France about 1960, I guess. I really hadn't seen France, in 1960, since the war. But back in 1937 I was distinctly a francophile with certain reservations about certain characteristics. Certainly I was not enamored of French teaching methods. My colleagues--I was a very junior colleague, of course, an assistant d'anglais--as against Monsieur Le Professeur d'Anglais. Monsieur Giot (that means giant in French) was a distinguished-looking gent.

Lage: Was he your supervising teacher?

Stern: Yes, he was the senior English professor in the lycée, Monsieur Le Professeur. Mr. Giot was very, very censorious in class. He had a hot temper. I once saw him throw an inkwell at a child. It was

really quite something. But he had good command of English, which was not characteristic of the other two professors of English in the lycée. One of them was the mayor of Biarritz. Biarritz was only eight kilometers away. Monsieur Le Mayor de Biarritz, what was his name? Monsieur Herison-La Roche. That means hedgehog, I think, in French. He was very kind. He got me a job, which was very useful because it gave me a few francs, tutoring a young woman in Biarritz.

Lage: Did you get paid for the assistantship?

Stern: I got some modest sum which I can't even remember. They paid my carfare--.

Lage: Room and board.

Stern: Room and board. I've forgotten--a few francs. But remember, the French teachers of that period, the salary for those teachers was 14,000 francs a year. A franc at that point was six cents [or francs?] to a dollar [Is it six francs - 1 dollar, or a franc - 6 cents?]. So you can see that they weren't getting much money. They had certain perks, obviously, but still in all, it was incredible, even in those years. The salary level at that point was pretty low.

Lage: Was the status of a teacher low?

Stern: No, no. Their status was still high. In the social scale, they were pretty high. They registered with the usual run of the French lower middle class, pharmacists and the like. Those were the kind of peers that you found. France, of course, was in considerable turmoil at the time. This was the period of the Popular Front; Léon Blum was the prime minister. There was a great deal of very considerable social disturbance. The fact that they couldn't get it all together was in part responsible for their weakness three or four years later in terms of facing down the Germans.

Lage: Did you see this kind of social disturbance even in outlying areas then?

Stern: Somewhat. You saw it in terms of the fact that here was a school of 450 kids or so, and fifty of them were expelled for disciplinary reasons, a large number of them for the simple fact of bringing newspapers to class, because this was something that was inflammatory, you see.

Lage: So they were really worried about it.

Stern: That's right. This was a concern. One went there to study, not to do politics. This was an attitude, of course, which wasn't shared by university students. But this was also the period of the Stavisky scandal, back in '33, which opened in Bayonne. The city of Bayonne was where the scandal broke, the bribery of public officials, the probable murder of Alexandre Stavisky and so on and so forth, which really created an atmosphere of some trouble. All nicely covered. I remember John Gunther's Inside Europe in the mid-thirties dealt with this unrest in all of Europe.

When we speak of today's unrest, let us not forget that there was plenty of unrest in earlier times.

Lage: That's not too comforting when you think of what that led to.

Stern: That's right. It's quite true. But today, too. After all, where are we today? We are going back to the balkanization of the Balkans. I looked at a picture in the New York Times a couple of days ago and I say, "Gee, that's a burned out shell down there in the southland, in Los Angeles." Then I read the caption and it says, "Sarajevo." Then I think to myself, Los Angeles or Sarajevo? You can't tell the place without a scorecard. But where is Sarajevo? Is it in Yugoslavia or is it in Bosnia? So I say to myself, you can't tell the country without a caption, and sometimes you can't tell the country with a caption. So I have the feeling that we may anticipate, not necessarily a world war, but we can anticipate a period of considerable and extended unrest.

But then I say to myself, that's the way the world lives, and that's the way we get along. Encouraged of course by the media, without question. I think there was probably a little bit less turmoil because we weren't aware of all the turmoil those fifty odd years ago.

Lage: That's right.

Stern: Did I see some of it? Yes, I saw some of it. I remember when I went up to Paris--finally, I left the lycée early in July, 1937, and I went to Paris--and I got myself a job as office boy to Thomas J. Watson, Sr., if you please, who was our commissioner for the Paris Fair in 1937. I did that for a few weeks. But in any case, I remember on July 14, 1937, on the Champs Élysées, standing in front of hundreds, thousands, millions of people, literally millions because there were probably between a million and half and two million people on the Champs Élysées. I was standing in front of the Socialist newspaper, Le Populaire, which obviously was associated with the prime minister, Léon Blum. At the end of the parade, there was a mass assault from across the street by a bunch of right-wingers saying, "À bas [down with] les Juifs! À bas Léon

Blum!" etc., etc. It was the very first time I ever saw what the French police do. They have weighted cloaks, you see, with lead, and they use them to slug people.

Lage: Clubs?

Stern: No, cloaks. They wear cloaks, you see. If you look at a gendarme--I don't know if they still do it. They may. But in those years they had cloaks with weighted bottoms. They had a few pounds of lead in them. They would use them like that [demonstrates].

Lage: So they would just sweep their way through.

Stern: Just push their way through crowds, and they would knock people down. You could knock a person down if you used a hunk of lead.

Lage: A new kind of crowd control.

Stern: It's an old kind of crowd control. It worked, but there wasn't any large assault.

Lage: No guns.

Stern: They didn't use any guns, no guns at all, as a matter of fact. I can't even remember whether they had guns. But they had sticks.

So that's a touch of it. It was a disturbed situation. Then I came back.

Lage: Let me just ask you about the education situation. Did you have a strong reaction to the teaching methods? Did this have an effect? It seems in such contrast to what you were developing at New College.

Stern: Well, it was old-fashioned. But one of the characteristics of it which I think is important to bear in mind is that these were serious people, these teachers. Several of them made that impression on me. There seemed to be more of them who were serious about what they were doing than is possible, sometimes, in the kind of crowded classroom that you have today. Those classrooms had typically no more than fifteen or eighteen students, sometimes twenty. There was an attitude about it, a shared attitude, which really was an extension of my own memories of elementary school, which was the seriousness of my teachers. That, I think, is something that has been dissipated over the years.

This is not to say that teachers today aren't serious. In fact, many are. But it is a much harder job to be serious as a

teacher today than it was then, for a reason that, in a way you alluded to before when you asked what the status of these French teachers was. The status of those French teachers was probably a couple of points higher than the status of American high school teachers. But in fact, my teachers in high school had a degree of status which today they don't have, with reference to the standards which are laid down by media. The dictation of standards--.

Lage: In children's eyes, especially.

Stern: Right. I think that's true. There was more "respect" for the teacher then by the society and by the students than there is today. So it is much harder for a teacher to be serious today and say, "This is my lifetime profession and I will stay with it." It is very difficult. Police retire very often after twenty years. It seems to me there should be some provision for teachers to retire after twenty years, too. In some cases, particularly in cities, they are probably under as much stress as police. That's a hell of a note to have to strike in our time, but I think that's the way it is.

The issue of whether teaching is a job of work or a profession, I think we went over the last time we spoke. It stays with me that this takes an effort of imagination on the part of other than people in education to do something about. This is the kind of contribution that could be made by political leaders if they had their wits about them. Nobody's doing it, not that I see. I can't see that Mr. Clinton has the intellect to do it. Mr. Bush certainly doesn't. Mr. Bush is certainly an absolute example of a Yalie, a creature of his time and place. So these two certainly don't, whereas Mr. Ross Perot gives me the shivers. I don't know why. He is plausible enough, and he has got a much better sense of humor than either of the others.

Lage: That's always a good asset.

Stern: In a way, without being tall and gaunt, he has that quality that people like out of log cabin backgrounds, sort of Lincolnesque, if you like. But I have the feeling that he is a technocrat by motif. Technocrats are, I think, ultimately very, very badly situated as chief executives of a country like ours. Of any country.

Lage: They think they have the answers but they really don't have the means to put them across.

Stern: Also, they tend to be true believers. True believers are too rigid. Mr. Carter, whom I admire, fit that bill, too. As a matter of fact, he has the same sort of background as Ross Perot; he comes out of the Naval Academy. So I don't know what I would think of

Ross Perot. I haven't heard what he has to say. When he does, I just have a feeling by instinct that I will find that he is a technocrat, but I'm not sure.

Lage: We may find out.

Stern: I think we will find out, as a matter of fact.

Return to New York and Completion of Studies

Lage: Back to New York.

Stern: Back to New York. I went back to New York.

Lage: You had more coursework left to finish yet?

Stern: Yes.

Lage: Did New College dissolve in this period?

Stern: No, it was very much alive. As a matter of fact, before I went back, I went to England and joined my brother who had then just come over a few weeks before because he was going to do his time abroad at the London School of Economics. So I rejoined a group of my fellow New College people up in the Lake Country, and we spent three weeks travelling around before school started in September. I went back to the states in the early part of September, as I recall. My mother almost fainted when she saw me because I was wearing a powder blue suit that I had bought in the Lake Country, of a very, very rough tweed, which didn't fit me, obviously. It cost me fifteen bucks, to have tailored if you please, in the Lake Country.

I was also carrying a Basque leather wine bag. When I saw her from the deck of the ship, I put it up to my mouth. I would say twelve inches from my mouth, just to prove that I could swallow a few swallows of wine that way. She was a little bit taken aback.

Lage: I can imagine, and then her second son was going off to Europe also.

Stern: Yes, she wondered what would happen to him. So I settled in and went back to school. I followed through, just did my classwork, some of it. I wasn't a very assiduous student. I got myself a job as a campus correspondent for the New York Post, which was then not the tabloid newspaper that it has become. Considerably less

tabloid, as a matter of fact. I settled in. To follow up, that was 1937-38. When 1938-39 came along, at this point they dissolved New College. That obviously was a transition of some turmoil. Tom Alexander went back to teaching in the Teachers College as a professor of Teachers College with tenure.

I don't know why they always pick on professors of elementary school education to take the lead in this, but it made some sense. After all, they were training teachers and most of them would be elementary and high school teachers. Donald Tewkesbury took over. He was a serious and sober man.

Lage: Took over?

Stern: As dean of New College, to preside as the agent of doom.

Lage: New College continued but Alexander left.

Stern: It was being phased out. If recollection serves, it was the end of the school year of 1938 that they effectively dissolved New College. Then those of us who were survivors--those who didn't drift off to other institutions--were enrolled in Teachers College and finished up there. So I finished up at Teachers College.

Lage: With the master's and the B.A.

Stern: Yes. I got the Bachelor's degree, Bachelor of Science, I think it was, from--I don't remember whether it was New College or Teachers College--and the master's degree was from Teachers College. There was an interesting kind of curious short period. I remember five of us got together and did a group paper for something on curriculum development in one class. I did the writing and the editing. So five people. Four of them gave me their stuff, and I put my stuff there. The paper was about 120 pages. We all got A+'s. I don't think it was that good. I just don't think it was that good. At least there was a review of our curriculum at New College. I don't know why they favored us this way because it wasn't that good.

Lage: You reviewed what you had been expected--?

Stern: We knew what we had been exposed to and characterized it and discussed its strengths and weaknesses.

Lage: That's very enlightening.

Stern: Well, it's interesting. As I say, as I look back at it, I don't remember what we said, but I just have the feeling that they were so overwhelmed by the fact that we had done this rather original

and massive job, that it was the fact that we did it at all that had impressed them. Usually, what they get in that kind of a situation is pretty grim. After all, the level of writing in the teaching profession is pretty low.

I had the experience in those years--Did I mention it last time?--of reading doctoral dissertations? No? One of the jobs I had was with the National Youth Administration. When I got back to school after France, I went into the National Youth Administration Work-Study Program. Work-study was related to your studies. So my assignment was to read doctoral dissertations from Teachers College and check them out for the use of commas. The use of commas in limited and unlimited--I can't remember the phrasing--clauses. How they were used.

Lage: Not how they should be but how they are?

Stern: How they are and how they should be.

Lage: Could we call this a make-work assignment?

Stern: No, because this was part of a research project. Here I was, an undergraduate student counting up commas, and without the aid of a computer.

Lage: And figuring what is limited and what's unlimited.

Stern: Yes, that's right. What's restricted and what's unrestricted. And whether the people who were doing these dissertations--and I assume that they didn't have much good copy editing--were relatively literate in the use of commas. That was the assignment. Let me tell you, it spoiled me for doctor's dissertations for the rest of my life. I don't think I dealt kindly with them after that. I did read the dissertation of the president of this university when I came here. I think I mentioned that, didn't I?

Lage: No.

Stern: When I get to Berkeley I'll tell you what happened.

Lage: Let's not forget that.

Stern: But there were relatively few that I read that really added up to much. I don't think that these days, either, they add up to much in terms of their writing. I think the level of writing in our field of education, and throughout, is low, quite low. I don't remember exactly but I read about eighteen or twenty dissertations at that point.

Lage: In the field of education.

Stern: Yes. There were perhaps two that I found both interesting and well written. Obviously, you find them interesting because they are well written. Otherwise, dullsville. It's terrible, terrible.

Lage: It didn't make you want to go on for the doctorate.

Stern: No, it certainly didn't.

Lage: What did you do in 1939, after graduating?

Stern: I wandered around, looked for a job, went to the movies.

Lage: Did you look for a job as a teacher?

Stern: Yes, I did. But there was nothing available. I wasn't interested. I looked, but only half-heartedly. I worked briefly in a new newspaper, PM, it was called, which was an important newspaper in terms of certain developments later. It was invented as a tabloid. That was in 1940. I guess I worked there for probably about four or five months, before or just after the newspaper was officially published.

This was an adventure in newspaper publishing undertaken by Ralph Ingersoll. Ralph Ingersoll had worked for Henry Luce on Time. He was a dynamic guy, Mr. Ingersoll. He decided he wanted to do a newspaper which was both a tabloid and-- . His idea was to do a liberal newspaper which was original, and obviously his image was a daily newspaper which had the same characteristics in general that Time Magazine as a weekly had. His sense of it was that it would be a daily analytic newspaper, you see.

His great contribution had nothing to do with that approach, but its great contribution is now evidenced today, some fifty-odd years later, in the use of color in daily newspapers, point one, and the use of various graphic images, which really the newspapers hadn't had until that time and didn't really get into until much later.

The Importance and Impact of New College: Innovative Thinking

Stern: In a way it was parallel to the situation of curricular invention and what its contribution is. What was the contribution of my college, of New College? I did mention the fact, or did I not, of meeting here at the Center for the Study of Higher Education a few

years ago, maybe three, four or five years ago, in which they were discussing the measure of how you decide whether a new program or a new school or a new idea in higher education is successful. The discussion was led by an Englishman. But in the group--there were fifteen or twenty of us--Clark Kerr was there and he asked an embarrassing question. He asked the question of what did they think of the success or failure of Santa Cruz as a curricular invention, because this after all was his creation. He and Dean McHenry created that. The whole idea of how it came to be was his.

There it was from 1965 on, and now this was something like 1985, I guess. This question seemed to embarrass a lot of people because I had a feeling that most of them were not really sympathetic to the idea which moved Santa Cruz. Well, what is the measure of effectiveness of a curricular invention? To me, I said at that point, filling a pause, "To me, it's not the durability of the form and its continuity but the contribution it makes to otherwise orthodox institutions. If things are picked up from it which shall serve the turn, then I think that you can call it a success." I think Clark liked that, and I believe it.

##

Stern: New College made its contribution--as was said to me, as I have mentioned before, some twenty-five years later by the president of Teachers College, or just the emeritized president of Teachers College, when I asked why he put the kibosh on my college, and he answered that it had done its job. I came to agree with that. This was reinforced some years later, perhaps 1975 or 1980, when I was at a meeting discussing innovation, and I was accosted by a very curmudgeonly type named Fred Harclerode who was a professor of higher education and head of an institute on higher education at the University of Arizona. He barked at me, "Where did you do your undergraduate college?" I said, "New College, a place you never heard of." He said, "Never heard of it? The most important experiment in higher education in this century." I thought to myself, "You're a smart fellow." I said so to him. He said, "I know that."

Lage: Do you think it had a decisive impact on your direction? What kind of an impact?

Stern: It made a very important--. The impact on me I think is--. It influenced my daily behavior in my field. I didn't realize that until considerably later. I did realize when I was in Michigan, and I realized it absolutely when I came here in 1971 because it really enabled me to think *de novo* about all kinds of programs. To me at least, the invention of programs is the chief excitement of

the continuing education program, because you can do it in a continuing education program. You cannot do it in a routine, degree-oriented establishment. There the originality has to come through in scholarship. It has to be the individual invention of somebody, or in the sciences, a team invention these days.

But whatever it is, it's not expressed in curricular terms. Curricular development in higher education by and large requires a long time on the stove. You have to cook it slowly for about five years--.

Lage: Get everyone's approval.

Stern: --and get everyone's approval and then finally, hesitantly, do something that is quite different from what you had in mind in the first place. Then, naturally, it fails. That's what seems to me to be the case. I think one of the reasons why Santa Cruz, in my view, succeeded, for the time it did, as an institution itself and then had a degree of contribution to other parts of the field of higher education was that it was pushed quickly and forcefully by strong people.

Lage: And outside, in its own place, not trying to change an existing campus.

Stern: That's right. That's exactly right. It was done by itself not in the heart of another enterprise. I think that, if we're talking about the importance of individuals in these efforts, I will only say that the parallel for me has always been the graduate school and the way it developed in the United States. It developed because of strong leadership from strong presidents of universities. You can name them.

Lage: You mean, the concept of graduate schools?

Stern: The concept of graduate school. The second president of this university [University of California] went to Johns Hopkins University and began Johns Hopkins. He was the first president of Johns Hopkins. Daniel Coit Gilman did a job which came through in twenty years, twenty-five years. He was in his own way quite self-congratulatory about it when he wrote his memoirs but he was entitled to that. He did a fine job for Johns Hopkins.

William Rainey Harper, at the University of Chicago. You can name several people. Nicholas Murray Butler. Nicholas Murray Butler, whom I remember when I was campus correspondent for the New York Post, because he was still president of Columbia University, but he became, first, president of the Teachers College, and then president of Columbia University, when, I've forgotten now, but

early on in the century. He had been president forever when I knew him back at the end of the thirties. He was masterful. Look at the people he hired. And he hired them certainly not because he agreed with them. He never agreed with John Dewey. Who ever heard of that! Nicholas Murray Butler and John Dewey in agreement? No. But he had the vision to hire Dewey. Point one.

Point two. They hired strong graduate deans, forceful characters. What was the task? The task was to persuade existing and established faculty that this was an important part of the job of higher education. You don't do that with bookkeepers. If I look at graduate deans these days--excuse me, fellahs--if I look at graduate deans these days, they are all a bunch of academic bookkeepers. What do they do? They count points for graduation. That's all they do. But are they inventive in curricular terms? Do they do anything like that? Do they think of the fission and fusion of the fields of study? Do they think in these terms? How do these things happen?

For instance, how do they happen when they happen in our institution? How do they happen here in Berkeley? You have organized research units. This is the way it happens here at Berkeley, because how do you break out of fixed departmental packages? You create organized research units. That's a very smart idea because what it does is it welcomes the future. It welcomes the future, and at the same time keeps what's going alive and well while you are trying to move something along that will serve you ten, fifteen, thirty-five years later. That's terribly important.

If you look at the catalogues of institutions, if you look at the descriptions of courses, that's all you have to do. Certainly if you look at syllabi. If you look at course descriptions in catalogues of fifty years ago and today, they are decisively different. The same courses even will be different. We are going through this whole crisis of shall we include other than western cultural texts. When you get done with that and you move ten or fifteen years down the pike, do you know what's going to happen? It will have been done.

Lage: It will have been done within the existing setup?

Stern: No, that's not what I mean. What I'm saying is that when we look back in fifteen years from now, we will wonder what all the shouting was about of all the people who objected to it. Because it will have been done. That's what happened in the past. "It just isn't done," they keep saying, and then they change their minds, and then the usual pattern is "I've always believed it." That's

what happens. And that's what going to happen again in this regard.

What's so lasting about the classics? What about the five-foot shelf of books? Date them. And then we move past them. After all, let's take Mr. Hutchins's great books. You keep changing them, and fifty years later you get quite different great books, just as the five hundred great corporations of America change after fifty years, and you can't recognize where you were fifty years ago. It describes the changing complexion of society and so it does the changing complexion of higher education.

Lage: So back to New College and innovation.

Stern: Innovation, yes. It was innovative and it influenced many, many programs. I think that it was a significant part--not the only one but there were other things going along at the same time in American colleges--of the notion of a third year abroad, for example. This is something that anybody can lay claim to, and even today it is regarded as important, and it should be. We should readily think about language as important, as well as a third year abroad. Let's teach all our kids another language. This strikes me as the greatest weakness of America's role in the world today, the fact that we do not teach our children another language. Maybe we'll get to it eventually inasmuch as we have such an influx of youngsters already speaking another language that they will be as bilingual as European kids are.

Lage: If our English-only people don't succeed.

Stern: Yes. The new generation of Americans, as Mr. Theodore Roosevelt said, "hyphenated Americans," will be the clue to the future of our success in the world, because in addition to English, they will speak another language.

Please note: There is no page 53 in this transcript.

III DEPRESSION-ERA JOBS AND WARTIME EXPERIENCES

Melville, Columbia Grads. and Teaching in the Depression

Lage: Now, we are going to get you into the war. You just sort of knocked around for a couple of years after graduating?

Stern: Yes. I ghost-wrote some things for people who should know better; I remember a Roman Catholic priest for whom I did a master's thesis on Herman Melville. He gave me sixty bucks. [laughter] Later on, when I was at New York University--.

Lage: Did he give you any notes or things?

Stern: He gave me a few notes but I knew Melville, after all. I like Melville. And, you know, one can invent. As a matter of fact, I have an opposite number on the other side of the country, who is now emeritized too, a doppelganger is it? An alterego who is named Milton R. Stern and he is professor of English at the University of Connecticut. We are often taken for each other because he has an interest in continuing education. But he is a Melville scholar so I can pass for him briefly. If it is only a half-hour to an hour's conversation, I can pass for him, maybe. Once I brought him here because I wanted to call on him in the audience. I brought him here to a conference on the humanities. It was in the Great Hall, over in the Faculty Club. I said, "I see a hand in the back. That's Professor Stern, Milton R. Stern, if you please." [laughter] It was very, very amusing, I thought.

These reminiscences do get disjointed.

Lage: That's all right. I see the interconnection between past and present.

Stern: Let's see, back in 1939-40, I remember, I did the twentieth yearbook of the class of 1920 at Columbia College. I did this for Dick Simon, who was the founder of Simon and Schuster.

Lage: So you were basically writing at this time.

Stern: Yes, I was writing. So I did this twentieth yearbook for the class of 1920. It was a very instructive undertaking to see what happens to people. Remember, this was an all-male college. There were some four hundred-odd graduates as I remember, in 1920. I had about something like 150 responses. The survey was extensive, and it was very interesting to discover that the best paid, that is the most successful in financial terms, of these alumni of 1920, class of 1920, was a novelist: Louis Bromfield. He made more money than anybody else, by a big margin.

Lage: This may have encouraged you to continue as an author.

Stern: Not particularly [laughter], because I knew what I was getting.

Lage: Were you writing about the graduates as individuals or you were making general--?

Stern: Well, I was making generalizations but I was also cataloguing it and making comments about them. Now, I did profiles of each one of them, yes, that's true. I took their self-described profiles and edited them and I did these profiles. That was part of the assignment. It was a very extended assignment for 150 bucks. Remember, 150 bucks--.

Lage: That was a lot more then.

Stern: Multiply it by ten, I would say.

Lage: At least by ten.

Stern: At least by ten, maybe even twenty. After all, you could still ride on a subway for a nickel. I did this job just before I went to work on PM. So that intruded, and I was delayed. I finally got the manuscript to Dick, who was pleased with it even though he was cross with me for delaying it. But there was time; it was all right.

What was instructive about it was that these were men who had come of age in the 1920s and had gone through, then, 1929, and through the early years of the Depression. I was covering it in 1940 so they had gone through the thirties. A terrible time.

Lage: When they hit the Depression, I would think, at a bad time in their lives, when they were expecting to rise--.

Stern: That's right. Onward and upward to the stars, and lo and behold, here they were in their early forties, which is what they were, and they were all in great trouble. I suppose 95 percent of them were in great trouble. It showed very clearly, which was comforting to me, after all, depressing but comforting. Some of them were very stoic about it. There were a few successes, relative successes. There was one who was already president of the Federal Reserve Bank in St. Louis, I remember. After all, he was only forty years old, forty-two or something like that. That's right. So that a few of them were isolated examples of what college was all about or was supposed to be: "We are educating the leadership of the next generation."

What was cautionary about it was obvious, that you don't get to be a leader--. How many people get to be leaders in a society? How many leaders are there and how many followers are there going to be? So one wonders about the virtue of education for leadership. Later on I remember, a group of us starting an organization about thirty years ago, at some meeting of our national society, the Evening College Association, when we were tired of the old bulls--our leaders--we organized the Society of Followers. [laughter] That was great fun. We had the Society of Followers. We were chaffing under the fact that until we became old bulls ourselves, we were unhappy with the fact that we weren't leaders. We didn't realize that, to a certain extent, you have to go through the chairs before you can get to be a leader. We finally got that message, and some of us got it pretty well, and a few of us are in pretty good shape.

The other part of it was that the people who seemed to me best off in that group were the people who, Bromfield aside, had elected academic pursuits. They were in far more stable situations than those who were in business. This was documented too by the fact that in the thirties, many people came back to teaching. They strengthened the ranks, particularly of high school teachers, because they had had better educations than most high school teachers had had before, particularly in the area of the sciences. Engineers and architects who were out of work took up jobs as high school teachers in New York City and elsewhere. Because these were the most secure jobs to be had, and they were also, in terms of qualifications, quite well qualified for them. So they took a loss in terms of income and settled into these jobs.

I think, to a certain extent, it's a generational thing. It would be an interesting speculation, an interesting doctoral thesis, to discover whether or not that had any influence on the

quality of instruction which lasted from, say, the thirties on through the early sixties, and then after that, a falling away.

Lage: That's an interesting thought.

Stern: Yes. I think it probably is true because these were people who, jolted by what had happened, were content, if you like, more or less, satisfied to do a job which was a good job, and they improved the quality of the field in which they worked. I saw examples of this as a matter of fact, over the years. As I have thought about it, it seems to me that it is a testable observation. You can find out whether or not they made a difference of a kind that possibly will be made again in the wake of what's happening today.

Lage: Except there doesn't seem to be any money to hire teachers.

Stern: That's not the point. The point is that there wasn't any money then to hire teachers but the people had to take jobs and they were well qualified.

Lessons for Today from the Great Depression

Stern: What I'm saying is that you may see a return to the field, not only of university teaching, which is something they'd like, I am sure, but of high school teaching, of young people in their late twenties and thirties who were turned out of jobs that are no longer there, which is the characteristic of our time--white collar unemployment. Automated and computerized out of human terms. These people will come back to teaching as an activity which will give them a decent salary, much less than they would have expected, but that's what they'll have to settle for. There may be bitterness.

The logical corollary of that, too, if you are dealing with it in cyclical terms, is that we will see a move back to more liberal--I don't think radical--approaches to social problems and social questions. That was the characteristic of the thirties.

Lage: How does this follow?

Stern: Well, after all, in 1932, Mr. Hoover was defeated. Mr. Roosevelt was elected. Roosevelt was a charismatic leader. He really changed people's feelings. The important thing is that he changed not their minds but their feelings.

Lage: But do you see that on the horizon today?

Stern: I don't see it yet. I don't see it yet by a long shot. I think that this craving for Mr. Ross Perot is a part of that. I don't know whether he has that ability that Roosevelt had. What was Roosevelt's ability? It was not only his own; it was a combination of circumstances together with a charismatic leader who had in his entourage very competent people who by design and happenstance worked well together. He also had a desperate national situation which required being addressed, and it was. You can have a desperate national situation and it doesn't, in which case you are in great trouble.

I would say that probably for the first time in my life I have a sense of the possibility of my country not being successful. By which I mean it's possible, it's always possible, for a nation to lose its way. Democracies lose their way just as well as other kinds of orders.

I think what we saw in Los Angeles [violence following acquittal of police officers accused of Rodney King beating, 1992] is not an aberration to the extent that the policies that are in place continue; they will soon erupt. I say policies; I mean policies not of repression, but I mean policies of support. What reduces social tensions--doesn't eliminate them--but what reduces social tensions is support of a population in which there can be hope. Without hope, you don't have--.

Lage: The people perish.

Stern: The people perish, yes. I just feel that unless that comes to pass in the next ten years, we'll see a terrible situation. Unless there can be a change in this basic attitude, the circumstance is dreadful, really.

Educating Prospective Legislators: New Solutions for New Situations

Stern: I want to urge on my present leader, [Director of the Institute of Governmental Studies] Nelson Polsby, that we organize a program of study. I was thinking about it the other day as I listen to every other congressman saying, "No, I don't think I'll run again," I was saying to myself, what we ought to do is organize a program for wannabe legislators. Let's take the issue at full strength, namely that throughout the country, we are seeing a desire to limit terms. Okay, if terms are being limited, let's think in novel ways about how we can organize a cadre of people, in their middle years essentially, somewhere between twenty-five and seventy, who will

say, "Yes, I'll be a congressman for six or eight years. I'll be in the state legislature for three terms."

Lage: And who will go in prepared.

Stern: And who will prepare for it. Prepare for it on the basis of, "I'm not going to make this a life work because it's not going to be a life work anymore. I'm not going to be a professional politician who will do this for the rest of my life. I don't expect that. What I do expect is that I can serve a term of office, do my job and then depart." Maybe that would be a cute idea because maybe we could change the thinking of our own legislators in such a way that they will be both more direct and clear-headed about legislation.

Let's take the Congress. Two years, four years, six years. But certainly, as term limitation starts to move in on us, my Lord, we're going to have this as a phenomenon. Maybe it's not all bad. Maybe you can adapt it in certain ways to produce a much higher level of civic participation on the part of many more people. That's a possibility.

Lage: I think that's a great idea.

Stern: Yes. I think it could be done. I don't know, but it would be entertaining at least.

Lage: Who will you attract to this program?

Stern: All kinds of people.

Lage: I wonder what types will say, yes, I want to be a legislator.

Stern: I think retired people, too. I have no objection. Twenty-three year olds. You have to be twenty-five to be a congressman. I've forgotten what it is to be a state legislator in this state.

Lage: I think it's quite young. It might be twenty-one. It might be eighteen now.

Stern: But in any case, that's the kind of thing that New College taught me. Think about a new solution to a new situation.

Lage: That fits with the field you went into, because it seems to require new solutions.

Stern: That's right. Remember that around here, for example, something like 20 percent of the courses we give in Extension, or more, are new courses every year. Something like 400 courses a year are new. That's more than occurred in all the rest of the university put

together, of course. How many new courses are there on the rest of the campus?

Lage: Probably about ten.

Stern: No, more than that. But no more than fifty, certainly. I'm not sure, but I would hazard a guess no more than fifty across the whole board. And that's as it should be. But for us, what should be, in a continuing education program, is constant experiment. Also, a contribution then to the heart of the enterprise so that they can pick up from successes what's obvious, whether they be successes in terms of curricular content or curricular format or what have you. So that's the kind of result of my collegiate experience in my later life.

Military Service as a Psychosocial Moratorium

Lage: Now let's go on to the war experiences, not in great detail, but I'm curious about the six stars.

Stern: Five battle stars.

Lage: Five battle stars. Where did they come from? Is that unusual to have five battle stars? Were you in direct battle?

Stern: I don't know what direct battle is. Yes. I was never in an outfit that was face to face with a German. I can say that. Let's see. What were the battle stars for? I can't remember.

Lage: It doesn't sound like that part was a molding experience, then. Or was it?

Stern: No. It was what Erik Erikson calls a psychosocial moratorium. That's a very interesting phenomenon which more people should have but don't. Kids these days don't have. Psychosocial moratorium, as Erikson gives it, means a period in which you don't have to do more than get through it. You are forgiven for not trying--like college, when you have a well-defined role to play. Like the army.

Lage: Is college a psychosocial moratorium?

Stern: Can be. It isn't these days. You can make it so.

##

Lage: Would college be a psychosocial moratorium if a student is not attending to it well and just passing through?

Stern: Just passing through, it can be. If he isn't or she isn't coming through it well, it can be a psychosocial moratorium.

Lage: Why isn't it today?

Stern: Because you are constantly being pushed, pushed, pushed. You're being pushed by several forces. You're being pushed by parental ambitions very frequently. You're being pushed by financial agencies. You're being pushed by an extra demand on scholastic performance. Now, if you can surrender some of that, if you can get rid of some of that, you are in better shape. Then you see, "This is what society expects me to do, to get a college degree; I will get the college degree and I will just do as I'm told." That's a psychosocial moratorium. You don't have to think for yourself except that you can think, you see. You can think. You can think much more broadly. You can think the way you want to think.

Lage: But in the meantime you are fulfilling certain requirements.

Stern: But you are not under a kind of pressure that otherwise you would be. I think kids today are under great pressure, very frequently. The best collegiate experience for them is one in which they are under less pressure. I don't know how to achieve that these days for kids. But the army is one way to achieve it, believe me. The army is a very good way to achieve it. I believe in service. My liberal friends are always disappointed with me because I believe in military service.

Lage: Just for the psychosocial experience?

Stern: Well, what could happen to you in the military is you could get killed. But you can get killed anywhere else too, as far as I'm concerned. And I do think it's a very useful kind of experience. I don't believe only in military experience. I believe in a service experience which could certainly be the parallel to military experience, particularly these days when who needs to be in the military. How many people need to be in the military?

So I believe that. I believe in a service-oriented notion of society for young people. I think it is very helpful. I think I would require it. I wouldn't allow any exemptions because you have to become a doctor or a lawyer or go to school or something like that. I would require it. That's what I would do. I believe in that. I think it is a useful kind of characteristic. It makes you

become a member of the society. It forces you to become a member of society in a way which otherwise you are not.

Lage: We don't have a very strong sense of contributing to society at all.

Stern: No. So to require it, enforces on people a mien which otherwise they don't have. I wouldn't allow exemptions to military service either if that were a common denominator. I think that is a very bad policy. Or making exemptions that you allow, obviously medical disability, room for conscientious objection, sure. But that idea of a few years back that you should be excused because you were going to college strikes me as--. It makes my mouth drop open. That's ridiculous, absolutely ridiculous. I'm with continuing education. They can go back to college when they are twenty-five, twenty-eight. No one says they have to go to college when they are eighteen. Who says that?

Lage: Probably better if you go when you're older.

Stern: That's right. You can get more out of it. So that's my position. It has nothing to do with a conservative or liberal agenda. It has to do with my feelings of what is common sense in society today. As far as the war was concerned, it was for me, to a great extent, psychosocial moratorium. In those years, how many people went to college? I think it was one in eight hundred in the military, one in eight hundred, that's my recollection.

Military Policeman on Governor's Island, New York

Stern: Then they give you these army tests, and I scored very high on the army test, and they didn't know what the hell to do with me.

Lage: You had enlisted.

Stern: Yes. I ended the war as a sergeant. My father would never forgive me for not staying on and getting--. I was offered a captain's rank if I would stay in and work in the army of occupation. "I don't know why you didn't do that." I said, "Look, man..." I didn't say that because you didn't say "Look, man" in those days.

Lage: Especially to your father.

Stern: To your father, no. I had a wife to come back to.

Lage: Did you marry before the war?

Stern: I married during the war. So they put me finally in the coast artillery so I did my basic training, which was then a period of twelve or thirteen weeks, something like that, and I remember, the army is so typical. They put us into woolen uniforms on October first. Arbitrarily, on October first, woolen uniforms. This was in tidewater Virginia--Fort Eustis, Virginia--which was where I did my basic training. I remember coming up--this was the end of September, first of October, the first day we had to wear woolen uniforms--coming up to Washington in my woolen uniform and visiting a college girlfriend of mine who had married some Washington type. The temperature was 96 degrees at six o'clock in the evening in Washington. You know what that means, in a woolen uniform.

So what do you do, in the army? I didn't know where I was going to go after basic training. Coast artillery, where are you going to go? About two or three weeks before the end of the term, I ran into a former college classmate of mine. His name was Peter Cacagli, an Italian name, a nice Italian name, Pietro Cacagli it really was. He greets me, and he very quickly tells me his name is now Pierre Chabris. He changed his name because he thought that would be more convenient. So I said, "Okay, Pierre. What are you doing?" He was already a corporal. He had gotten into the army about three months before I had. He was in classification. He said, "Where do you want to go? I'll send you there." I said, "Well, send me back to New York."

So I got sent back to New York in the military police on Governor's Island. I spent the next year on Governor's Island, and then war broke out. I got bored. What you do in the military police on Governor's Island, New York, is you supervise the ferries going back and forth from the Battery to Governor's Island.

Lage: So far we don't have any battle stars. [laughter]

Stern: No, no battle stars. I almost died of aseptic sore throat, that's true. But I didn't because they had just invented sulfa drugs.

I had a wife to court in New York. My time was my own. Eight hours on, twenty-four hours off, was my schedule.

Lage: Not too bad.

Stern: I could go on shore in civilian clothes. It was very nice. This was before the war started. That went on for a while. Then I got bored, terribly bored. So I volunteered for an assignment. I didn't know what it was like; I didn't know what it was going to be or where it was going to be, or anything. Lo and behold, it was to take an armory, the 107th Engineers Armory on 180th Street in New York City, and convert it to a hostel for servicemen who were

coming into town for Thanksgiving and Christmas. I remember very well this armory floor. It was this big, empty armory floor, a huge armory floor. They dumped 4,000 mattresses on the floor, twenty feet high these mattresses were. I remember a joker among us looked out and said, "I christen thee Pacific," as he looked over this immensity.

So we set up a thousand cots with two mattresses each. We still had a lot more mattresses lying there. And we waited for the troops to come. Well, for Thanksgiving, we had fifty guys. These guys would weave in drunk. Then they would wake up in the morning, look out, and where were they? [Laughter] Here was this huge armory floor. So that went on.

Then I remember we had dental inspection down at Fort Jay on Governor's Island. There were about, I guess, eleven of us on this detail. So Sergeant Murray, an old veteran of the Indian Wars, said, "There's dental inspection. Stern, you take them down." I said, "Sure, but what about you, Sergeant?" He said, "Here are my teeth?" [laughter] He took them out of his mouth, and he gave them to me. I took them down.

Then came Pearl Harbor. I was going down to visit my not-yet wife [Margaret Halsey]. This was on East 48th Street, before Second Avenue in New York. It was Sunday, December 7. It was cold. I put on my--.

Lage: Woolens?

Stern: Woolen uniform and overcoat. I went down on the Eighth Avenue subway, and on the way down, a drunk accosted me in the subway and said, "Heh, soldier, I want to tell you, you're in for it." I said, "I know. I know." Then I got off at 49th Street, and I walked across 49th Street. As I was passing the Waldorf, just past Park Avenue, a chauffeur in a limousine accosted me and said, "Heh, buddy. Listen to this." I listened to his car radio. It was Pearl Harbor. This was just about, whatever, twenty-five minutes after. It was more than that. It had to be an hour after because the drunk already knew about it in the subway.

So I got to Peg's. I ran the rest of the way. She greeted me. She lived in a brownstone--we lived there later. In the brownstone in the drawing room floor, she said, "When the ceiling comes down, it really makes a dent in the floor." Big drawing room floors and fourteen-foot ceilings. She greeted me at the top of the stairs, and I said, "Turn the radio on." After about a half hour of quickly absorbing a couple of drinks, I went back to Governor's Island; I went back uptown and we went back to Governor's Island, all of us, right away.

Lage: Had you been anticipating something like this?

Stern: Oh no, nothing like that. Of course not.

Lage: Had you been anticipating that we'd be involved?

Stern: Oh yes, sure, of course. We had to be. So there we were, here we were, back on Governor's Island. I was back in my M.P. company. Sure enough, about a week later we were posted up to Camp Upton in Long Island. They put us in boats and took us to trains and we were in full gear too.

It was so typical of the army. They didn't issue us any ammunition, not then. We got up there. There was all kinds of milling about. It was very cold; the temperature was below zero. It was five to ten below zero. It was just before Christmas. There were six hundred M.P.s there. We were assigned to guard the first prisoners who had been taken. These were off a German merchant vessel in the Caribbean. There were about forty or fifty people. There they were in this compound, surrounded by barbed wire. They had nice warm tents with stoves in them--Geneva Convention. We were all around but we didn't have stoves in our tents. [laughter] It was very cold, extraordinarily cold. It was very hard to get through it. But after eight or nine days they decided that it was kind of silly to have six hundred people to guard forty prisoners. So they sent several groups back to Governor's Island.

The usual idiocies took place. We weren't prepared. We weren't in shape. Armies in general make mistakes all the time; they're bound to. Sometimes it works, but mostly it doesn't, particularly because people get killed. What are you going to do to fill the gaps?

So we went back to Governor's Island and then settled into a routine of doing standard stuff. We did a lot more training, but still, there was time off and so on. Then they put me in school.

Lage: They didn't appear to be in a great rush.

Stern: The army never is. After all, what could they do? What are you going to do with M.P.s? They are not combat troops. You aren't training them immediately for combat. They would give you weird assignments.

As I remember, I was on post for another year. I worked in the insurance office briefly. I got at least a ten or twelve million circulation on something I wrote, which was a simple invitation, "Pick up army insurance, fellahs." "You can't take it

with you," was the title I gave the piece, a little folder which said, "You can't take it with you. Buy army insurance; it's cheap." It is. It was. And you can't take with you.

The insurance officer was a distinguished old soldier who came back into the army. He had to come back. He was sixty-five years old. Colonel Harrell, William Harrell, Wild Bill Harrell, the commanding officer of the 16th Infantry in China during the Boxer Rebellion, if you can believe it.

Lage: He was a relic.

Stern: Well, he was a nice man. During the First World War-- Let's see. No. He hadn't been commanding officer in China. In the First World War he was the commanding officer of the 16th Infantry Regiment. He told me this story: he had been called one night-- this was apropos of Douglas MacArthur in the Philippines; he was much in the news. He was called in the night by his officer of the guard who had hesitantly wakened this irascible gent. He said, "Colonel, I'm sorry to wake you up but I've got a general officer in the guardhouse who worries us. You know, there are Germans who pose as high-ranking American officers, and I wish you would come down and see him."

So he went down. He looked at the said general officer, who was really just spic and span. He had already said to his duty officer, "What's wrong?" He said, "Well, his overcoat isn't right. He doesn't have a split in his overcoat. There is something wrong about the way he dresses. He is too neat." He looked at him and said, "Yes, that's General MacArthur. Keep him here the whole night. That will teach him to dress like other people." That's what he said he said. But that could have been why Harrell never got to be more than a colonel.

Lage: When did he say this took place?

Stern: In 1917 or 1918.

Arabic and Turkish and the Psychological Warfare Unit

Stern: So after that, I went down to Princeton for a year to study Arabic and Turkish, which the army thought was necessary, quite correctly thought it was necessary. It also served a turn of supporting universities who were losing students hand over fist. So I studied Arabic for three months. Then they decided, "Well, what the hell,

he's Jewish. It's not exactly the right thing, is it? Let him study Turkish." So I got to study Turkish.

Lage: Were they going to put you in intelligence?

Stern: Yes, well, for translating. They needed translators. After all, if you're going into a world war-- Look what happened in Kuwait. How many people in the American army spoke Arabic? When we went to war with Japan, how many people spoke Japanese? Other than Japanese Americans, less than ninety people in the United States spoke Japanese. I know this as a fact because I went to graduation exercise last year at Mills College, and the speaker who gave the commencement address was a woman who had been at Mills in 1938, '39, '40. She had gone there at the age of fifteen in 1938. She had come from Japan where she had been with her parents.

Lage: But was not Japanese?

Stern: She was not Japanese. She was a refugee from Germany. She spoke Japanese. She had been in Japan for seven or eight years, and she spoke good Japanese. So they commandeered her at the age of twenty-one. I've forgotten now what the years were but at the age of twenty-one, before the war ended, she was already translating from the Japanese and so forth, and she went to Japan for the occupation. She was largely responsible for that extremely liberal women's segment of the Japanese constitution. She was then twenty-three or twenty-four years old.

Lage: That's amazing.

Stern: It was a very interesting account of what life was like for her. So it was very important to teach area studies, as they called it, some acquaintance with the world.

When we invaded the Solomons [Islands], who are they going to call on to tell them anything about anything about the Solomons? Anthropologists who had been there. Those were the only people who knew anything about the Solomons. Suddenly we discovered the uses of useless knowledge, you see. Suddenly this sort of arcane and mysterious subject which gum-chewing flatfeet don't understand the meaning of become important. That was the only resource we had.

Arabists? The English were much better prepared, of course. The Dutch would have been better prepared, poor things. But we weren't, and we aren't today. We still aren't. So anyway, that was it. After a year of that, I got stuck in a psychological warfare outfit. I remember very well checking in at Fort Ritchie, Maryland, in early 1944, going to a first sergeant's desk where the sign said, "English spoken here," because that was the kind of

outfit it was; it was a language outfit. The people in my outfit spoke broken English, many, most of them. [laughter]

So it was an odd outfit. Psychological Warfare, 4th Mobile Radio Company. Our task was, hypothetically, which some of us did, tactical broadcasting, "Achtung, Surrender Now," kind of stuff. Creep up, "Achtung," over a loudspeaker, a mobile radio company. Also to make broadcasts immediately behind the lines. We had lots of equipment; we had a 350 foot transmission tower, which we had to mount and that sort of thing. It was mobile. You had a lot of trucks.

They trained us at Gettysburg. This was the first battlefield I ever saw, the battlefield at Gettysburg. We were stationed at Camp X, Camp Sharpe, which was just behind Seminary Ridge on the battlefield of Gettysburg. It was where Mr. Eisenhower bought a farm. That was Eisenhower's farm. They put us in CCC [Civilian Conservation Corps] barracks which had been there. So we were two mobile companies.

We trained there and got lectured at by people talking about propaganda, black broadcasts, how you forge notes and all this kind of stuff. We did that.

Lage: Was this using your Turkish?

Stern: You didn't use anything. We didn't know where we were going. I assumed we were going to Europe because most of the guys in my outfit--I spoke French, so that was why I was there, not because I spoke Turkish. The people in the outfit were largely Europeans. The truck drivers, poor sods, were from Pennsylvania coal mines and spoke Ruthenian and various other languages. The intellectual cadre consisted of some interesting types including Igor Cassini, not Oleg, Igor, his brother. Who else? Let's see. A very sweet guy, an older man who was at that point forty-five or forty-seven years old. He was music critic for the New York Herald-Tribune. All kinds of people who spoke various European languages. Hans Adler--his uncle was the distinguished psychoanalyst. Joe Wechsberg. Joe Wechsberg was a writer for The New Yorker. He had considerable success after the war. They were all refugees, you see. Walter Kohner, of whom I will tell you a story next week, because that's a good story. It's a Somerset Maugham-type of story. A Hollywood producer these days. He wrote his own biography. He's already told it, but it happened this way, and I have a twist on it.

All kinds of people. Max Logan, who was the middleweight champion of Europe. He was a dress designer.

Lage: A dress designer?

Stern: That's what he did. Good people, and odd.

Lage: Not your typical army unit.

Stern: Not your typical army unit. Oh boy, not your typical army unit, not by a long shot. One charming recollection I have of Gettysburg was we had a cook, a guy named Sergeant Steinberg. Steinberg was a real Nazi type from Chicago. Just before we left, maybe a week or so, everybody else in town knew where we were going. We didn't know it until they told us but you know, that's the way things go.

Gettysburg was very interesting. It has the Gettysburg Hotel, or had; I haven't been there since. The Gettysburg Hotel was the center of town. The battlefield is off here [demonstrates], the Gettysburg Hotel, Gettysburg, and here's Seminary Ridge. We were assigned to get together all the stuff necessary for a farewell banquet-beer party. The beer was easy enough. So Steinberg and I looked around. Steinberg has a feeling for flowers so we've got to collect flowers. Where do you collect flowers? Off soldiers' graves, naturally. So we go out and we visit a lady, who is in a nice house near Union graves. We said, "Can we pick these flowers because we are going to have this--?" "Oh, sure, sure." So we picked all the flowers we needed from off the soldiers' graves. It was really quite something.

Then we had our beer party. Then we adjourned after the beer party, which was in the VFW headquarters post in town. We adjourned to the Gettysburg Hotel there. It was wonderful. Girlfriends and wives used to come down to see us. The one exception was Igor Cassini's mother; the Countess Cassini used to come down to see her son. She would stay there, and she was an old horror. His father, who had been Russian ambassador to the United States, for whatever reason had settled in this country. It was useful, after all, after the First War was over. [laughter] So anyway, we got together. That's my memory.

The one other memory I have is a charming one. We had a lieutenant in the outfit named Gaston Pender. He came out of North Carolina. His grandfather had commanded a brigade in Pickett's division which took off from Seminary Ridge. So if you walked along the Ridge, you saw these bronze plaques which said, "Pender's Brigade, Pickett's Division," and so on. Every company has its own little brass plaque right along the whole ridge. So this guy was getting married. Sergeant Steiner again (Steiner or Steinberg; I can never remember his name) figured out that would be a great tribute, so he had his minions polish up all these brass plaques,

illuminating Pender's name so that when he came by with his bride, he could see it. I thought that was very touching.

That was before we got to Europe. I'll take you to Europe on the Mauritania next week. Okay?

Lage: Okay.

Service in Europe and Early Departure

[Interview 3: May 15, 1992] ##

Lage: Today is May 15, 1992, and we are on our third interview with Milton Stern. Last time we were winding up your experiences in the war, and we decided to wind it up quickly and go on to adult education.

Stern: Yes. Well, the war is easy to wind up. You stay there. I remember I won a month's pay from my captain because on August 6, I guess, when I got the news on the radio [of the atom bomb being dropped on Hiroshima] I told the captain, "This war is going to be over in two weeks." As a matter of fact, it was over in eight days. He bet me a month's pay, my pay, not his. I won, so that was nice.

We were on orders to go to the South Pacific at that point. We didn't, so we just hung around, had a good time in Luxembourg for a while and played golf. We did various things, commiserated with the poor people and drank a lot of Moselle wine. Finally, in December--I was an early departure because I had a lot of points. That's the way they did that in the war. You accumulated points. You got points for battle stars, and I had a decoration from the Luxembourg government, and then months of service. I was early departure. I left at the end of November. I got home on December 8, to Boston. I remember I only weighed 156 pounds which was as little as I've weighed since I was fourteen.

Lage: Were you in good shape or was this malnutrition?

Stern: I was in good shape. The trip across was kind of--. Liberty ship. I won money, I must say. Sergeant Steiner, he lost \$8,000 of his black market gains. I never had any black market gains, but I won \$300 of his dollars. Not bad.

Postwar Odds and Ends

Stern: I went back to New York, to my wife. I had been married in 1944, just before I left. And I tried to find a job. I did a few things, odds and ends. I went to work for the eastern office of David Selznick as a reader. He used to pay five dollars a book. You had to turn in a single-spaced, one-page report because Mr. Selznick wouldn't read any more than that. It wasn't until I was an executive myself, many years later, that I realized that he was right, and I should not be outraged by that. He shouldn't have to read more than one page. And it was very good training.

Lage: Now, you were evaluating books for possible movies?

Stern: Yes. I found two books that I thought were great for movies. David Selznick didn't want it. Mrs. Selznick didn't want it. He was then married to Irene Selznick. She was a theatrical producer. So I passed them on to a friend of mine. Only one of them ever hit pay dirt. It was the first of those that later came to be known as the Twelve O'clock High movies. It was called Command Decision as a play. The guy had written it as a play. William Wister Haines, a very good action novelist. This was the anguish of the general, the air force general, committed to sending his planes over Schweinfurt or wherever. Would they come back, etc., etc.

Ultimately, I gave it to a friend of mine who was down on his luck as a producer. He managed to con Metro into giving him \$50,000 to do it as a play. It was very successful as a play. Metro had it, obviously, then. Clark Gable played the general, I remember that, in the movies. What it did for me was--in as much as my friend, Kermit Bloomgarden his name was, became a very successful producer for another twenty years, he produced Arthur Miller's plays--so I got to first nights all the time.

I remember the first night of Death of a Salesman, because I was teaching. I was down at New York University, teaching a class until ten o'clock [p.m.]. So I came up and went into the back of the theatre and saw the producer, Kermit, pacing up and down. He was a very rude man. He said, "Where the hell you been?" "I was teaching. I told you that." "Well, go and sit in my seat." You know, the producer's seat. In this case, in the very back of the theatre because he wanted to pace a lot. Everybody was sobbing; this was the last act, you see, and everybody was sobbing, sobbing and sobbing. This was really quite an occasion. It was that kind of a play.

I don't think that it's Miller's best play, as a matter of fact. I think that The Crucible is a better play, but certainly Death of a Salesman is marvelously theatric. Crucible has a better structure in some ways.

Lage: Did you go to opening night on that one, too?

Stern: No. I don't think so. I saw it, but I didn't go opening night. Anyway, I fooled around for a few months. Wrote some scripts for radio.

Lage: It sounds as if you were more interested in getting into writing than into adult education.

Stern: One thing sold after a couple of years, which oddly enough was then, I claimed, plagiarized. Indeed, I guess, the plagiarist agreed with me because he paid off on it. It didn't go to trial.

Lage: Now, tell me more about that.

Stern: It was an interesting thing. I had written this with a colleague. We were doing these plays, these scripts to sell to radio. We sold this one, after we had both decided that this was it. "Let's go back to our normal behavior and stop pretending to be writers." So I went to the university and he went on to trade journalism, which is what he did. It was produced on the radio in 1948, I guess. It wasn't until a few years later, '54, 1954, I was sitting bored in my mother-in-law's living room in New Town, Connecticut. As my then-wife said, "You gave a scream like a wounded deer, saying, 'I've been robbed.'" I was reading a review in Time of this movie which was called, It Should Happen to You. It was with Judy Holliday and Jack Lemmon. Except for sex reversal, it was exactly the story we had done. A matter of fact, once you get the idea, you can't do the story many other ways than the way it was done. So I sued.

Lage: Who had written it?

Stern: Garson Kanin had written it. It was produced by Columbia Pictures. Very successful, a very amusing movie in its way. I didn't think it was all that amusing because it was mine. There were many locutions in it which echoed things which I had written out. It was essentially my idea. There was this billboard over Times Square; they made it over Columbus Circle in New York City. On it, a veteran, I said, had put his picture, a blown-up photograph, "Veteran wants a job." Because I was out of work, this came to me quite naturally. It happened because I walking through Times Square and I looked up and I saw this sign and it said, "William

O'Dwyer for mayor." It was February and the election was over in November. So I said, "I wonder what that would cost?"

So I checked it out and discovered that the billboard would cost really not too much. It only cost \$1800 for three months. I asked if I could get it for one month--obviously there wasn't much call for it--for \$600. I thought, "Gee, that's not such a bad idea. Shall I spend \$600?" I was then getting unemployment insurance. I thought, "Well, even if I could, am I up to it? Am I up to this sort of thing, to put yourself on this? You're not really a P.R. man; you're not that good." So I shied off from it. But by sublimation I put it down.

As I say, it was done in movies on something called Skippy's Hollywood Theatre in 1948. Then, as I say, Kanin picked it up and so we sued. It didn't come to trial, naturally, for another five years, but when it did, on the eve, they decided to settle for more than a nuisance settlement. A nuisance settlement would have been maybe \$1500 bucks. But they settled for \$7000. My lawyer said, "Take it, because you can't be sure of the jury." So we took it.

But my lawyer wrote an agreement which then produced another \$15,000 twenty-five years later because the rights were reserved to us. We didn't sell outright. We didn't sell our rights in this. So for any kind of radio or television performance, we were entitled to it. Well, obviously after you had the whole notion of a VCR coming into play and films being done for home use, this became an interesting property for people who had any rights. Obviously, they wanted to buy us out so they bought us out for another \$15,000. So it was very nice. But that was my only excursion into anything approaching Hollywood. It was not very savory, I must say.

IV AN EXPANSIVE PERIOD IN CONTINUING EDUCATION: NEW YORK
UNIVERSITY, 1946-1966

Growth and Definition in the Postwar Period

Lage: How did you get the job with NYU [New York University]?

Stern: I was looking for a job, and my wife was friendly with somebody--I was, too, but less so than she--the dean of what was then called the Division of General Education at New York University, Paul McGhee. So Paul hired me, paid me \$3000 a year. I think he started me at \$2500 back in 1946, July of 1946.

Lage: What was your first job?

Stern: I was supposed to do publicity but in reality, this was a small staff and I was only the third full-time staff member at that time. So I did everything. Everybody does everything in that kind of a shop. Ultimately, in the course of twenty years, I was responsible for every department there was except science, which I had no feeling for. I did foreign languages. I did English as a second language. I did education. I did everything. What that means is that I programmed in all of those areas, that is, developed courses in all these fields.

In those years, it was a time at which there was a changeover taking place in the field of university continuing education, from a straight translation of conventional credit instruction to rather more inventive programs, still under the curse of basket weaving--the idea being that adult education was basket weaving. Yet, we did fairly interesting programs.

The postwar period meant that there were a lot of people, not only men coming back, GIs, but also women. This is New York City, remember. There had been a foreshortening of the opportunity for higher education, and education for that matter. So this was a

golden age when it came to interest on the part of a general public. So our programs were quite attractive and growing by leaps and bounds. There was hardly a semester that passed that we didn't increase our enrollment by 10 to 20 percent. This went on for years.

In the very early time, this was not an inflationary period and so any kind of dollar income--which was important if we were to be self-sustaining--. Even though part of the general fund, this program had to pay for itself. It was budgeted on that basis, indeed, budgeted on the basis of a substantial return to the university.

From the outset, in the eyes of the university administration, this was a program of non-degree, non-credit education, because New York University already had a great deal of part-time credit work. Its whole survival from the early years of this century had been on the basis of part-time degree work. It continued that way for some years. It wasn't until much later, until the end of the fifties, that the university took the position that now that we were fat, we would become respectable. And we would become respectable by really cutting back on part-time education.

Well, that's one way to get respectability. As a matter of fact, at the end of the fifties, when universities were feeling very fat, many universities cut down on part-time students because they thought they didn't need them. It wasn't until, say, five years later that they realized that the way of the world was quite different. I make an exception, of course, for land-grant institutions, which had as a mission this kind of provision from the outset. But even they were affected by it. This University, University of California was affected by it.

Lage: They don't cotton to too much part-time work.

Stern: As a matter of fact, they cut it back in the fifties with the Caldwell Report. Professor James Caldwell was a professor of English on this campus. He was chairman of the senate committee which ordained the rejection of extension credit except in very limited amounts, much, much more limited than they had been before.

So this university was in that same case. What that did was to thrust out and away the continuing education arm, which was then centralized in the University, and really it was only based in Davis, L.A. and here, because there wasn't anything else, was there, until later.

Lage: No. That was it.

Stern: It was centralized and remained centralized until 1968, which was after the decentralization of the earlier period of the sixties. Geographic decentralization I'm speaking of. The emphasis here and elsewhere was--the desire to be elite, the search for elitesmanship, particularly if you weren't all that confident of yourself--"We too are going to be as good as Yale, Harvard and Princeton," kind of approach. You cut back on part-time degree work because everybody knows they didn't, except that Harvard did as a matter of fact. Harvard had had an associate degree, which was the equivalent of a bachelor's degree since the very early years of the century.

Lage: Which was a part-time degree?

Stern: Yes, part-time degree. You could take it and get an associate degree which was the equivalent of a bachelor's degree. Harvard maintained its nose in the air by calling it an associate degree. As a matter of fact, I had a colleague eventually at NYU who had such a degree from Harvard, from back in the thirties, which was his bachelor's degree, really. They should have called it that and they didn't come to that until 1975 when Mike Shinagel became dean and he changed it to a bachelor's degree. Now they have 14,000 students in part-time bachelor's and master's degrees at Harvard--special degrees for master's candidates and doctorates and bachelors.

NYU's Division of General Education and Its Community Responsibility

Lage: When NYU cut out their part-time degree, did that affect the extension program?

Stern: They didn't cut it out. They continued part-time degree work seeking to cut it back, not acknowledging that they were doing it. It became custom. As a matter of fact, I remember there was a vice chancellor--that university had as its presiding officer a chancellor. Harry Woodburn Chase was the chancellor. Harold Voorhis was the vice chancellor, the academic vice chancellor I guess. Voorhis spoke about the--how did he put it?--"the peripheral peccadillos of continuing education," or adult education.

Lage: The tone of voice is important here.

Stern: Oh yes. He was marvelous. He had an absolutely marvelous gift for phrasing the text of honorary doctorates which were to be bestowed.

They were very witty and very erudite, very pompous. I don't know that he drew a distinction between fake pomposity and real pomposity. I still don't know. I don't know whether he had his tongue in his cheek or not.

That was Mr. Voorhis who was the vice chancellor. The chancellor was a supporter of continuing education. Harry Woodburn Chase was an interesting man. They are obscure figures--obscure today, of course. They weren't that obscure in those years. Harry Chase was a man who was at Clark University, back in the early 1900s, and he was, I think, an assistant professor of psychology, but with some getup and gumption--he would have made a great program in continuing education--because he invited Sigmund Freud to give lectures and these were, as I recall, Freud's only lectures in the United States, which were done in 1909 at Clark University. Clark University diminished in visible national reputation after that, but at that point it was a very well established university. Freud lectured at that point.

When I knew him, he was a man with bulging eyeballs and probably drank too much. Of course, he looked very red in the face, a bald head. But a distinguished-looking man. Very distinguished, Harry Woodburn Chase was. That kind of tri-partite name, that was the kind of name that a president of a university should have: Nicholas Murray Butler, Harry Woodburn Chase, and so on and so forth.

So they established this division to do non-degree work.

Lage: And was it called the division of adult education?

Stern: The division of general education. They didn't call it "adult." They wanted to keep it clean and away from the idea of adult education.

Lage: So this was non-degree work with the idea of generating funds, or was it a mission of education?

Stern: It was a mixed mission: service to the community, the idea clearly being one that if you got more people interested in the university, you were better off. You did have some kind of responsibility to the City of New York, didn't you?

Lage: It was a private university, is that right?

Stern: It was a private university. Private universities have responsibilities too. As a matter of fact, New York University was very important. Remember, New York did not have a state university until Nelson Rockefeller became governor in the 1960s. There was a

land grant establishment; Cornell and Syracuse both shared certain kinds of funding from the federal government and from the state government, but they were private universities still, with a kind of ambiguous sort of relationship to government, whether state or federal. But it wasn't until the early sixties, I guess, when Nelson Rockefeller was governor that he launched this, which was his pride and joy, the State University of New York.

There is a way in which that kind of artifact, that kind of institutionalization seems to have been there forever when you arrive a generation later and you think, "Wow, that's been around--." After all, we know the state universities have been around. This must have been around too. It wasn't.

In the same way, Rutgers is the state university of New Jersey. When did it become the state university of New Jersey?

Lage: I don't know.

Stern: Fifteen years ago.

Lage: It was a private university which then--.

Stern: It's been a private university more than two hundred years. Suddenly, short of funds, it became the State University of New Jersey. Big deal. That's the kind of thing that happens and gets larded over in history.

Lage: But you had City College in New York.

Stern: City College had existed and Brooklyn College had existed and Hunter College had existed and then Queens College. That was the progression; City College came first. City College had existed as a city institution. But that too was a late arrival. New York University was established in 1831. It was really a very important institution from the point of view of the development of professional classes, the lower levels of professional classes--I'm thinking of class structures, which they did in the nineteenth century. At least, if you had enough money to think of yourself as having any, class that is.

So it contributed. New York University was terribly important in terms of the contribution of teachers to the city and the immediately surrounding territory, in the growth of public education. This was very important, I would suppose, just about the early years of this century, when you had the great growth of the high school beginning in the 1890s. It became most important in that role. Its work in part-time education for teachers was very important. Similarly, in other things.

Take its graduate work in business, down in Trinity Place. The graduate school of business at New York University was part-time from the beginning. From the beginning, maybe 10 percent of its student body was full time. The rest were all part-time students. This laid a decent groundwork for that to continue in certain places, even certain places which you can't fault in terms of conservative respectability. The University of Chicago School of Business has its graduate school of business and it too is 90 percent part time.

The Part-Time Student Body and the Democratization of Education

Stern: So the attitude of full-timeness and part-timeness is really a fundamental, hypocritic evasion on the part of the thinking of the faculty. It is a ridiculous position in practice. It's perfectly obvious if you look at the graduate students on this campus. How many of them are in there full time? In what disciplines?

Lage: They take fifteen years to get through so I assume they are working somewhere.

Stern: You may well assume that. Except in the area of the hard sciences, they all, with a few exceptions naturally, are part-time students. Most of them have full-time jobs elsewhere. This does impose, I think, a very interesting burden upon faculty in terms of advisory roles and supervisory roles. Of course, it's to the advantage of the institution and to the advantage of the students themselves to get through more rapidly, but on what basis, if they can't afford it?

Higher education is an instrument of democratization. It's not intended for aristocrats. We are not Oxford and Cambridge. Oxbridge is not our style. A matter of fact, Oxbridge isn't even Oxbridge's style these days. So what we see is happening is part-timeness as a further instrument of the democratization of higher education.

I came into it just at the time that this was accelerating. It had been present, of course, for fifty years or so in the extension arms of the great state universities. That includes the University of California.

Lage: When you say that this was accelerated, do you mean this trend toward more part-time service?

Stern: Yes. There was an enormous growth. Indeed, the growth paralleled other phenomena in higher education. For example, one which is melancholy for some people, indeed for me too--a melancholy loss of loyalty to an institution.

##

Stern: It was about 1963 that for the first time, more students were graduated from institutions at which they did not begin than heretofore. That is to say, you were not going to that little college on the hill for four years. You were going some place and then you dropped out and you moved someplace else. You picked up and finally you got your degree from somewhere else. More students were getting their degrees from places other than the institutions in which they started than were getting their degrees after four years at one institution.

That, these days, is an absolute commonplace, and still not understood and not really accepted in, if you like, the fantasy world of faculty attitudes. But it is the way life is. I think that it will become more accepted. When it becomes orthodox, we'll invent a new, rigid orthodoxy, which will probably outlast the next breakthrough of that orthodoxy.

Lage: It sounds as if you spent a lot of time in your career fighting orthodoxies.

Stern: No. As a matter of fact, I'm a pretty conservative type in education.

Lage: But you seem to have your--.

Stern: But I know what orthodoxy is. I know what is regarded as unorthodox is really quite orthodox. A practical example: when you deal with the ages of students who are now getting degrees and realize that it is going up steadily and steadily and steadily and still goes up. It doesn't go down. What you have is a pattern in which they are part-time students--and this is the new orthodoxy. We phrased it in our field as the new majority. That's exactly what it is. It's been a new majority for some years.

Has it been actually a majority of undergraduate students? Well, not quite. Only I would say, it's creeping up to be an absolute majority. It's now about, according to the calculations that are made, 45 percent of undergraduate students right now--that's 1992--are part-time students, and 55 [percent] are still in the other category. But remember, this is 45 percent of registrants. Therefore, think of the number who have dropped out, probably a few million--.

Lage: Who are still planning to come back.

Stern: Who are planning to come back and who do come back. That figure has been going up steadily, steadily, steadily. It was 42 percent, seven or eight years ago, or five years--I don't remember what the exact statistics are. But in graduate school, the official figure is now 64-65 percent part-time students. That's the official figure. Indeed, I think it is irrelevant as far as graduate students are concerned. That is the new orthodoxy, that it is irrelevant whether they are part time or full time.

So when you say that I've been fighting orthodoxy, no. I've been fighting for people to recognize the new orthodoxy.

Lage: Yes, I like that.

Stern: Do you like that? That's what I've been fighting for. Slowly but steadily, that has become recognized. So I am not a prophet without honor. I have lived long enough to be respected for the position I now espouse. That's the way it is.

NYU and UCLA, Pioneers in Growing Field of Continuing Education

Lage: Now, how were all these changes reflected in what you were doing at NYU?

Stern: Well, New York University really, with one other institution, UCLA, explored the growing field of non-degree, non-credit continuing education. This was done at NYU under my mentor Paul McGhee.

Lage: In a conscious way?

Stern: Oh, very conscious. Enforcedly so. The charge was to conduct the program of non-credit education. If you are charged to do that, you have to give it, don't you. So what did he do? What did Paul Sheats [Statewide Director, University Extension, later Vice President and Dean] and Abbott Kaplan [Associate Director, University Extension, UCLA] do at UCLA? They came along just about the same time and briefly, for a very short period, with the University of Chicago, first under Cyril Houle and then under Maurice Donohue, we were the holy trio, the holy alliance if you like, cordial to each other, because we were doing much the same thing. It was very exciting to see these programs which we developed.

You had the opportunity, because it was non-credit, to be out from under the immediate frowning scrutiny of faculty imbedded in

separate disciplines, critical of every other discipline, but their hostility to every other discipline helped when it came time to get course approvals. At NYU we didn't have to get approvals. UCLA would have to get approvals. The approvals were able to be forthcoming because you could count on the hostility or indifference of faculty members to things which are going on in other disciplines. What do we care if this thing gets done, they would say.

It still exists today. The only people who are really interested in a course in music are musicologists, right? How often do you find somebody who cuts across another discipline and regards it with great seriousness. Not bloody often in the life of universities. So that you can really operate--. If you have a certain degree of standard, you could do this with a clear conscience and you can operate to do the kind of programming that you want, that you think is desirable and useful. Despite claims to the contrary, not just for the buck that's involved but because you think it's useful in terms of what people need. So it goes.

Now this came about, as I say, in the late forties, after the war was over. You had an explosion of optimism in the country at large. We were back from the war. Peace was here. There was a brief depression because they cut back on military spending. But then they picked it up again, and so military spending was helpful. It was helpful in southern California, believe me. So you had euphoria for a time, a euphoria which reflected itself essentially in conserving terms.

And the universities didn't even experience that recession because we had GI income flowing in. It was very good for universities, you see.

Lage: Did that flow into the part-time, noncredit coursework?

Stern: Oh yes. They cut it back after a bit. Back by the end of 1947, '48, as I recall--I wouldn't remember dates precisely--limitations were imposed. Limitations were imposed on proprietary education. Proprietary education took a big boost because all these--.

Lage: What's proprietary education?

Stern: For-profit education, not in universities but in proprietary schools. For-profit schools were absolutely raking the bucks in. Oh, it was fantastic. You know, with the rate of dropouts and the indifference--this was particularly true, obviously in correspondence education. I don't know when they wiped out correspondence education, except for degree work, but they did. This is a parade of limitations imposed by the federal government

on the GI Bill over a period of years. I was also responsible when I was at NYU for this whole flow of GIs who came in. I had somewhere between typically a thousand to three thousand people I had to take care of in this regard.

Lage: They could use the GI Bill in the Division of General Education?

Stern: That's correct. They could at the outset. And for several years. It wasn't really cut back substantially, only in terms of what was regarded as frivolity. It wasn't really cut back until, say, 1952-53. Obviously, the GI Bill continued right along as far as degree credit was concerned.

Lage: Did the GIs use your division as a way of getting themselves up to snuff to get through the college?

Stern: Yes. In the first place we had a high school program which we had inherited from the university some years before in the thirties, because, you may not be aware, no self-respecting university in the nineteenth century was without its preparatory school. It had a preparatory school because high school education was so limited that in order to prepare people for university work, they had to admit them on the basis of work that they were sure of. It wasn't really until the 1890s that this started to diminish. You didn't have public high school until when? Late in the nineteenth century, you see. Then you had academies, private academies, which were the source of the students who came in to universities.

So we inherited this from wherever; it had really been present from the beginning of the university back in the 1830s. I think it was present at the very beginning of the 1830s. As you go back, what distinction did you draw between the university or college and high school really, not only in the United States but elsewhere. These were very blurred lines until "modern times." We treat them as I say, as if they've existed forever. But if you look at the history of higher education--.. When a kid gets into Oxford at the age of twelve, what is he studying? Is he just a genius type? No, they are all twelve. Thomas More went to Oxford at the age of twelve in 1495. He was twelve years old. His father was absolutely aghast at the quality of instruction, not the quality but what was being taught. They were teaching Greek and that was much too radical. So he yanked him out and put him in Lincoln's Inn to study law. He was a graduate lawyer at the age of eighteen.

It's not really until this century that higher education became really age-bound, "college age." And now that's changed again. Anyway, I doubt that there are more than a handful of secondary programs attached, however loosely, to higher education these days.

So you ask yourself, what is the meaning? Where do you start in education? Where do you stop in education? So my job was to be adventurous and coin phrases, "Learning never ends," kind of thing. My predecessor here, Professor [Leon] Richardson, a professor of Latin here in 1919 invented the phrase that is really very nice, "Lifelong learning." He thought of it, and he used it, and we still use it as the name of our second-class mailing catalogue. Lifelong learning. That's become a commonplace phrase.¹

Paul McGhee and The Learning Society

Stern: My boss, Paul McGhee, back in the end of the fifties wrote a speech once for the inauguration of a new university in Michigan, Oakland University. It was organized as part of Michigan State and then achieved independence. But he called the speech "The Learning Society." That was the first time that phrase was used, the learning society.

Lage: That's a good phrase.

Stern: It's a lovely phrase. It was picked up by lots of people who now ascribe it to the man who wrote a book called that, Mr. [Robert Maynard] Hutchins. Hutchins wrote a book in the late sixties called The Learning Society, so everybody thinks that he invented the phrase. I kept writing letters to the press when I hear this wrongly ascribed, "Remember, Sir..."

Lage: What was Paul McGhee like?

Stern: Paul McGhee was one of the most charismatic people one could meet. He was a dour Scotsman, a handsome man. He had terrible arthritis even when I first knew him, aged forty-six or forty-seven. He had marvelous delivery. I remember he was getting an honorary degree at the New School, and I brought my then wife down to hear him. She didn't like him but she turned to me after Paul had been speaking for about six or eight minutes and she said, "I have to say that he is most impressive." He was; he was most impressive.

Lage: As a public figure or also on a one-to-one level?

¹ Richardson was a professor of Latin at the University of California, 1892-1938, and director of University Extension, 1918-1938. See Berkeley Culture, University Highlights, and University Extension, 1892-1960, his oral history, completed by the Regional Oral History Office in 1962.

Stern: As a thinker. He had down-to-earth thinking ability. He had been a teacher in a Rochester high school. He had been there for many years before he came to the university. I would walk down the street with him, and every once in a while, some former student of his would greet him. He obviously had been an immensely successful teacher. He was a great teacher, because he taught me a hell of a lot. I thought I knew how to write English, but he taught me how to write English. He taught me all over again. I was really his speechwriter but if we put it that way, that's incorrect. I would write them, and he would rewrite them. In the process I would learn a few things.

So that was the way it went. It was an expansive period. We were dealing with a phenomenon new to the university--non-degree, non-credit education. We had been given license to do it without any hindrance and practically we were given that license because of their trust in McGhee, the trust that they put in him. They were right because he produced a fine return to the university in dollars, and he never embarrassed them. He brought NYU applause and donors, too.

Lage: In what directions did he take the program?

Stern: He had catholicity of approach which I have sought to emulate myself. He said and he thought and I do too and I continue to think and I see no reason to doubt it, that a program of continuing education, whether conceived for credit or not, should reflect the program of the university and go beyond it. By going beyond it, I mean that in the early fifties, we did programming in nuclear safety and nuclear technology. We did programs in computers. You know, a university takes a long time to pick these things up, but then they look over their shoulder and they see that somebody in the continuing education arm has done it, and they say, "Gee Whiz, what are they doing with that." --after it has been established, proved successful and effective.

Well, I regard that as a quite legitimate part of the role of the continuing education arm--to do certain kinds of experimental curricular development, particularly in new fields of technology or in new areas, any kind of new area if you like. My prime example of novelty in continuing education or extension goes back to 1876, when Mr. Gilman became president of Johns Hopkins University. In his very first year looking for ways--because he had the dramatist's instinct--to dramatize this new, great university, which had for its time a great deal of money, he imported a ballad expert named Francis James Child from Harvard to give some courses on Shakespeare as literature. I think he did ten sessions; he came down on the railroad from Cambridge on a weekly basis and gave these lectures on Shakespeare as literature. That was the first

time in the United States that Shakespeare had been taught as literature. That is an example of what I mean.

Lage: That was considered radical at that time.

Stern: Oh yes. Nobody had done it. Now, if you ask professors in the English department, if you ask a Shakespeare specialist, what will he say? "Of course they've been teaching it since the beginning." Well, what's the beginning? The beginning was that.

Who taught English, as such? You taught people how to write. Then you had McGuffey readers and so on. But when did English come into the picture?

Lage: English literature?

Stern: English literature, or American literature, coming into the curriculum of the university. I'm just speculating, but I don't think it came in much before. You studied Latin; you studied Greek. You studied the Bible. But did you study English? No. This is a very late arrival. So we experimented in new fields.

Planning and Marketing Extension Programs

Lage: Do you remember some of the new programs that you had developed?

Stern: I remember a couple of courses that I put on. I was reminded of it just this Sunday. I saw a picture of Alan Lomax in the paper. Alan taught a class with me in 1947 in folk music. Also, I had John Hammond give a course in jazz at the same time. I put them back to back, one from 6:00 to 8:00 and the other from 8:00 to 10:00, for fifteen weeks. I couldn't find the space on campus so I persuaded my boss to make a deep, heavy expenditure. I mean, it was heavy in those days. A thousand bucks for fifteen weeks to take over Cafe Society Downtown, which was a nightclub on Sheridan Square, maybe a five-minute walk from Washington Square, to do these two courses.

They were successful. We had ninety people in the jazz [class] and sixty-five people in folk music. Lomax taught the one, and John Hammond taught the other. Hammond, you know, was the guru of jazz in the United States. He was a very, very nice man. He died just a few years ago.

Lage: That sounds very innovative, taking over a nightclub.

Stern: That was innovative. That was innovative enough to have made the front page of the papers because you gave a university class in a nightclub? It raised a few eyebrows back home too in the heights of the administrative offices. But you know, you can get away with it if you are not too extreme. It's not bad.

Lage: Now they are teaching this kind of thing in the undergraduate schools.

Stern: Oh sure. That's what I mean. Of course. It stands to reason. It's perfectly obvious that this would be so. That's an example of it. But if you teach a course in Urdu, that's an example too. You don't only teach French, Spanish, Italian, and German; you teach a few other things. And by the time you get done with it, you have a program of study that is attractive. You can do this, obviously, much better in New York City than you can, by degrees, in San Francisco or in the University of Idaho, with, say, a population of 14,000 or 15,000 in Moscow, Idaho. There, you're not going to make headway with certain courses of study. You need a population base, that's obviously true. Without a population base, you can't do very much.

Lage: Was there a certain amount of salesmanship involved?

Stern: Obviously, marketing is a tremendously important part of the prerequisite skill of a continuing educator.

Lage: Was that something that was just becoming obvious at this early time in NYU?

Stern: Yes. I mean, I can show you catalogues that immediately preceded my advent and then the ones that came along, particularly a couple years later. I had done this in a fumbling way. Then somebody came on board to take over this in an organized way.

Lage: The catalogues or the P.R.?

Stern: Not all the P.R. I did publicity, in addition to lots of other things because I was really doing programming for the most time. There was no clear line; it was entirely blurred. A fellow named Fillmore Hyde came in. That's a wonderful name, isn't it?

Lage: Fillmore Hyde?

Stern: Fillmore Hyde. Two streets in San Francisco. [laughter] Fillmore came on, and Fillmore was a very entertaining citizen. He stayed with us about five years. I learned a great deal from him about the whole business of general publicization.

Even before he came on board--he came on board in the early fifties, '51 or so--I did something that was really quite adventurous. Again, I had to persuade my boss. This took a lot more persuasion. How do you advertise a program like this? So I looked around. We'd had these newspaper ads, but they weren't picked up. I thought to myself, what do you do with a piddling little ad agency--a nice guy, a good nuts-and-bolts advertising man. He could command space, which was important. He could get a little bit of better space for you.

Lage: This was an outside advertising agency?

Stern: Yes. The University didn't have its own advertising agency. So I said, "George, find out from the New York Times what they would charge for a full-page ad on the back page of the newspaper on a holiday. I want you to check it out in a very special way because I want you to check out the circulation because we know that they lose circulation on a holiday." The paper is very thin and nobody advertises. There are very few ads on Labor Day and on New Year's Day. We were coming up to Labor Day (we were then in June or July). "I just want to toy with the idea of a full-page ad. What does it cost?"

So we checked it out and he said, "I can't really find the circulation figures, but I tell you what I'll do. I'll buy some shares and then they'll have to tell us." So he did and discovered that they only lost 15 to 20 percent. That was interesting because I felt, if they only lose 15 to 20 percent and we can make it back by virtue of the fact that your ad on the back page is going to be very visible because it's one of the very few ads in the paper as a whole, you are in pretty good shape.

Lage: And the timing was right.

Stern: And the timing was just right for a program that would begin three weeks later; this began at the end of September. So it was going to cost \$4,000. \$4,000! That's a lot of cabbage, particularly in 1950. That was a lot of money. So however reluctantly, I was allowed to do it. And I did it.

Lage: Did you design the ad?

Stern: I keyed the ad to my telephone number in the office, and I stayed there all of Labor Day. I stayed there from 8:00 in the morning until 5:00 in the afternoon. I indicated that the phone would be answered from 8:00 until 5:00. I took in three hundred phone calls. That pleased me because that indicated to me that it was a success.

Then I also--people don't do this anymore; this was early days--I had listed course after course in the ad. I listed perhaps a hundred courses with their times, dates and fees. I left space not only to inquire but also to register. Damned if in the space of the next two days, we didn't get twenty registrations in--registrations, let alone inquiries. The inquiries totalled two thousand. Traceable results were two thousand inquiries. When we traced the registrations that eventuated--this was before you could do this simply with all kinds of gadgetry; you had to do it very painstakingly by hand, a couple of months to do. We discovered that our actual, traceable income from that investment of \$4,000 was \$17,000. Traceable. That's a very good return. To pay two dollars for an inquiry was extraordinary. That's definitely good. Then you have to count the benign fallout which comes along later, later enrollments and so forth.

So that was a kind of invention. I'm rather proud of that. That was a very significant, marketing invention picked up by several institutions, particularly in the New York area. It doesn't work here. It doesn't really work in the Bay Area.

Lage: Have you tried it here?

Stern: Yes. I tried it once and realized that it wasn't going to work and gave it up when I came here, because it didn't make any sense. In the first place, you don't have anymore that diminishment of advertising on holidays.

Lage: In fact, you have more, because everybody goes shopping.

Stern: Yes. So the market thesis here, your principle if you like, is that you adapt to whatever works. This worked. You take a chance, make an experiment and hope that it doesn't cost too much. I really took a chance then because that was a very costly experiment. But it paid off. My reputation was made. From then on, I was a guru [laughter]. I didn't really achieve guru status until I was able to capitalize on it, fifteen years later or so. I wrote a book on marketing at the end of the fifties. I called it promotion; you didn't dare call it marketing in those days. It was very well received.

But in fact, the marketing thesis, the principle of self promotion, is tremendously important because you have to dramatize your own self if you are going to make any headway. I think that is crucial in our field, to dramatize the field and to dramatize the effectiveness of the people you have. I take a rather detached view of myself in this regard. I love admiration, you know. I dote on it. [laughter] But I don't take it seriously. It's my due, not for myself, little me, but rather because I put out a

figure and that figure should be respected. That's my principle, if there is a principle.

Lage: Was this kind of promotion a first?

Stern: Yes.

Lage: It had its effect on other programs?

Stern: It was a first, an absolute first. No one had ever done it before. And it was copied. People called me from all over the country to ask me what was the result and so on.

Confronting Second-Class Citizenship for Continuing Education

Lage: You said, at our first meeting, that you had helped adult education become unstuck by being assertive.

Stern: Yes, that's true.

Lage: Not accepting second-class citizenship.

Stern: Yes, that's correct.

Lage: Is there more you could explain along those lines?

Stern: Yes. It became clear to me in those years that-- I would go to dean's meetings, meetings of associations. These guys were rattling their chains.

Lage: These were adult education associations?

Stern: Yes. They were rattling their chains saying how they were put upon by their betters in the establishment. Well, it became very clear that the only way in which they were worse off was their self image.

If I were to trace it, if I were to give a clinical picture of the history of why this happened--in part, it happened because it was a consequence of a development in higher education which came about in the twenties and the thirties which wasn't immediately present to the founders of the field, if you like, in the early years of the century. Because these founders, the people, for instance, who got together to form the National University Extension Association in 1915, came largely from establishments which had as a still agreed-upon tenet, a principle of public

service. This was the triad: research, teaching and public service. Indeed, they came essentially out of the land-grant tradition, public universities. The first meeting was addressed by Charles Van Hise, president of the University of Wisconsin, who had said a few years before, from his point of view, "The campus of the University of Wisconsin is the borders of the state of Wisconsin."

That was an attitude which was pervasive in the early years, but it became limited in the twenties because in the twenties there was a depression, in the early twenties. Horns were pulled in. There was no GI Bill. There was no incursion of fresh blood into institutions. They became stultified, with little exception.

The only exceptions were the summer schools, in many places, which still had that attitude. So there was condescension toward this function of continuing education, which wasn't yet called continuing education, you see. And summer schools too were looked down on, the standard academic snobbism.

Lage: And the people that you were dealing with, who were the deans of--.

Stern: Now, in the forties--. Also, you have to understand something else, that a fairly common practice for years among academic vice-presidents and presidents was to use extension as a turkey farm. If you had a turkey, you put him on the turkey farm. So if you had a professor who couldn't cut it--. "What will we do with Old Joe? Well, now, let's see. We've got an associate deanship over there in extension." I had that when I came here. When I came here, I suddenly realized there were a couple of deans around here who wanted to dump on me. I wouldn't get dumped on. I realized it after I did get dumped on a little bit. Here were these guys who couldn't cut it, and they became deans of extension. Sometimes they were remarkably successful as deans of extension because they had just mistaken their metier. They weren't really cut out to be professors of--. I was going to say "Classics," but let me not impugn the reputation of Leon Richardson. Leon Richardson was a brilliant professor of Latin.

Lage: He wasn't put out to farm.

Stern: He wasn't put out to farm. He did this out of devotion. He was a great man. And he used his Latin too--I want to tell you--the same way Paul McGhee used his English.

Lage: Did you know him?

Stern: No, I never met him because he was--. I don't remember when he died. He lived to a great age. People on my staff knew him. Sally Lilly, our registrar, knew him. But I think I met him once

briefly in passing when he was really over ninety. I think, but I'm not sure, because I don't remember when he died.

Lage: You wouldn't have met him at these association meetings.

Stern: No. He was before my time. I think he retired in 1936. But he lived to be, I think, ninety-five, so that he was around.

So you have enough of a level of people of less intellectual ability, already cowed by being turned out to grass anyway, poor sods. They rather, unfortunately, willingly, shall I say, took on the mantle of second-class citizenship. Naturally, when you have second-class citizens around, you are going to kick them because that's what second-class citizens are for. They are only to be kicked. Naturally, faculty tended to kick them, the peripheral peccadillos of continuing education or university extension or whatever. So this was a persistent phenomenon which I was repelled by.

What the hell! We're doing the world's work, and it's pretty good stuff. So you don't pay any attention to what they say. Just do your thing and tell them how good you are and in turn, say things about them, which are true. Not maybe universally true but true enough. So I kept doing it all my life, even in this speech that I'm giving next week or next month. I say, "We should consider the varied mores of the faculty, specifically, most academics--specialists all--tend to patronize if not downright disapprove of both social activists and enterprisers. The closeted scholar--" You see, that's a nasty. "The closeted scholar could care less about the alleged debate upon which we have embarked this morning. Unless, perhaps, we were to couch it in terms of highest abstraction.

"Now, of course, I'm speaking of the humane disciplines. Some professors of business and engineering enjoy teaching for continuing education classes, if the price is right." That's--.

Lage: You get in a few digs.

Stern: I think that's a perfectly honorable technique.

Lage: Did this technique work at NYU, or was it necessary, or did you use this there?

Stern: I've used it all my life, once I discovered the technique, I kept using it. I've used it for the last thirty-five years. I came into consciousness about this about ten years after I went to work at NYU.

Lage: Has the field as a whole made a change in outlook?

Stern: Yes. And it's made a change in outlook because it's become more effective, more academically aware, because new people who have come into the field are better trained and come directly to the field rather than moving to it as a result of being down-graded.

Of course, what you still have, obviously, are novices in the field. You have new staff members who really have to be taught lots of things. There are many levels of performance but still you have in the field-- . In a way, one of the problems, one of the natural concomitants, one of the unavoidable circumstances that we have is that the field is one in which anybody can do anything, as an idea. Well, if you take that as an idea, then it's very difficult to stratify, to bureaucratize, to certify. How do you certify? In other disciplines you can certify. But this is not a discipline. This is a field of practice, you see. So it is very difficult to certify.

Lage: To certify somebody as being a specialist in adult education?

Stern: That's correct, and indeed, my attitude has been to be very chary about hiring people who come out of the field of continuing education as professionals who have gotten degrees.

Lage: Like degrees in a graduate school of education.

Stern: That's right. I don't object to a graduate degree in education; I don't object to a graduate degree in continuing education. But my measurement will not be on the basis of the degree. And it will not be my primary judgment about capacity. My primary judgment about capacity is capacity itself. I will accept the desirability of having a graduate degree. I will accept that. I don't mind that. But I'm not going to blink the absence of it either. If I see capacity, that's what we should hire as much as possible.

Lage: Is that generally true in the field?

Stern: No.

Lage: Has it gone in the direction of greater formality?

Stern: Every field tends toward bureaucratization. One of the difficulties that one faces is the maintenance of enthusiasm. How do you bureaucratize enthusiasm? That's a very difficult thing. So the issue then becomes one of a balance. To what extent shall you accept on a permanent basis marginality as a way of life, because that's the way you function best? To what extent must you accept, indeed, embrace to some extent, a degree of orderliness, of

bureaucratization, of laying on of hands and the creation of a structure which certifies people, individuals? Not instruction, not courses but individuals as people who work in this field as a developers of curriculum. I'm not now speaking of teachers. I am not now speaking of members of the professorate or teachers. I'm speaking only to those people who work, as I've done and as my staff has done, in the field of programming in continuing education.

Now, you have to accept a degree of that. But if it goes too far, then it seems to me that the practical use of a continuing education arm will tend to disappear.

Post-Tertiary Education: Certificate Programs

Stern: On the other hand, there is another development which is interesting to chart these days which is something of great importance to look at, which is the development of programs which are post-degree in character, post-tertiary in character, indeed, post-graduate in character, which are organized curricula--that is to say certificates in one or another field--which do not get degrees or are beyond degrees or parallel to degrees. For instance, here we have, when I last checked, about twenty-two certificate programs.

How do you establish criteria for those? How do you measure them and on what basis? Shall you be carefree about it and say, "Ah, let them do ninety hours of work and we'll give them a certificate," which is the way it worked twenty years ago. I take the position conservatively that we should have at least a standard of x number of courses. Indeed, what we now have is 210 hours of instruction. That really means something like a minimum of seven courses. Some of these programs have as many as fifteen or eighteen courses of instruction and take three years to finish. A certificate in landscape architecture, for instance, is one of those.

Lage: But you must work with the field of, say, landscape architecture, to develop the requirements.

Stern: Yes, but remember that there are fields with which you work which are both in and out of universities. In the case of landscape architecture, we've worked in the field, both in the university and out among the professional peers. This is one of the basic and valuable connections of some departments to the field. In landscape architecture this is the case. But first, in case of

landscape architecture, when we developed this program some eight or nine years ago, the Landscape Architecture Department didn't want any part of it. They wanted us to be forbidden.

Lage: They saw it as competition with their own graduate program?

Stern: Undergraduate. They saw it as competition. But they learned that it wasn't competitive because people who took this program wouldn't take a degree in landscape architecture for a fare-thee-well. Probably, in practice, the promotion that we gave the field probably got them a few students in landscape architecture.

Lage: But did it cause competition for their graduates?

Stern: Oh no. I don't think that concerned them. This is still a quite open field. You are right to raise the question because there are certain fields in which it would be of concern. There is no question about that. If there is anything that professionals do, it is to guard the fortress, believe me. They do that at every opportunity. They sometimes lay out qualifications which are really absurd and which they grandfather out. That is to say, they grandfather themselves out and then suddenly the field dies.

This has a long history in higher education. If you go back to the University of Bologna in the thirteenth century, they almost went out of business because after a period in which the students ran the university, the masters and doctors took over. The masters and doctors set out regulations that meant that only blood relations could become professors in the university. It was a trade guild, you see. Then that died a death because they didn't have any students. [laughter] So there is a history to this throughout; it is the ancient history of trade unions and trade guilds and so on.

Lage: And human nature.

Stern: And human nature. That's the way it goes.

Paul Sheats and Abbott Kaplan at UCLA Extension

Lage: How was UCLA also important during this time when you were at NYU? Here we had two universities at opposite ends of the country.

Stern: People. Paul Sheats was one. He was its director. And Abbott Kaplan. Paul then became dean of University Extension [statewide] in 1958, later, following Baldwin Woods.

Lage: And that was before it had been decentralized.

Stern: That's right. As a matter of fact, he was not the architect; he was the unfortunate victim of decentralization. I could get into that too, if you like.

Lage: Yes.

Stern: Paul had the misfortune to have a health problem, diabetes, and the medication had unpleasant effects. At any rate, when my soon-to-be colleague--I didn't get here until 1971--produced a Golden Bough revolt in 1968 and protested--well, they all wanted to be deans; they were directors and they all wanted to be deans; that's the way I figured. Of course, the situation was confused, but it ended in geographic decentralization, each campus relatively--more than that, really--independent. But my colleagues, my then colleagues, knew how I felt and feel.

Lage: I'm sure they do.

Stern: Those of them who are still extant.

Lage: It was centralized, but UCLA still had its own program, it seems.

Stern: That's right. They all had, but remember, UCLA has always an impetus to decentralization. UCLA was far ahead of Berkeley in the development of novel programming.

Lage: Because of Paul Sheats?

Stern: Because of Sheats and more particularly, because of Abbott Kaplan. Abbott Kaplan, who was Sheats' associate director and then director himself, and then left the field to become president of the SUNY [State University of New York] at Purchase. He built that campus in Purchase. Abbott had a history; he came out of a background of community development, community programming, out of the YMHA [Young Men's Hebrew Association], that sort of background. He had the instinct for it. He had an enterprising spirit. When he saw a golden opportunity like the aerospace industry in southern California, he said, "Let's do it." So they built this huge program, and then when the aerospace industry fell on its face, they did a double take, and they were reeducating them to do something else! And they got federal funding to do all that! It's a neat trick if you can do it that way, and Abbott was expert at that.

Boy, was he expert at that. He got a quarter of a billion dollars out of Nelson Rockefeller to build his campus at Purchase at a point when a quarter of a billion dollars was the equivalent perhaps to I don't know what. I think you'd have to multiply it by

six or eight at this point. An awful lot of money. Over a period of something like eight years I guess, Abbott built that campus.

Lage: Did you know Abbott well?

Stern: Yes, I knew Abbott.

Lage: Was there a cross-fertilization there?

Stern: Yes. I knew him quite well. I knew him just casually before at Teachers College. He was there. But very casually. His wife had been a classmate of mine. I knew Abbott, and I was fascinated by what was happening. I remember, the English professor I mentioned before, Caldwell [who recommended the end to courses for credit in UC Extension], came by at NYU doing an exploration to discover what our attitudes were. I listened to him, aghast, and I called Abbott and said, "What kind of a guy have you got? This guy is going to kill you." Abbott said, "Well, he might very well do us some damage, but I think we can survive." Because why? Because they had already embarked on this dimension of non-credit programming which had nothing to do with preparing for college, or taking credits of lower division status and being admitted in the junior year, nothing to do with that at all. They were already embarked on something else entirely.

This was a result of the war. Let me not give you the sense that this was an invention just coming into flower. Like most American things, something was happening, somebody put it together, saw a chance, and then you make a philosophy out of it--pragmatism.

In any case, the war had produced an immense development of this kind of programming. Most institutions, the minute the war was over, gave it over, didn't care. But a few carried through.

Lage: I see. Wartime instruction, not the postwar experience, was the model.

Stern: The war itself had created the need for this kind of instruction.

Lage: Right. Training for the armed services.

Stern: Training. That's it. Because when you are moving into new technologies, you have to have trained personnel. Here [at UC], I guess Baldwin Woods was responsible for a good deal of this. [Woods was director of Extension, 1942-1956.]¹

¹See Baldwin M. Woods, Baldwin M. Woods on University Extension, Regional Oral History Office, University of California, Berkeley, 1957.

So it's a fascinating story which I can only give in these few hours an impressionistic view of, but it has to be put together with the work of some dry-as-dust research scholar who will painstakingly put it all together and make it sound dreadfully dull. It is a most exciting story; it's been most exciting story, and it still is, as a matter of fact. That's why I stayed in the field, because it's so much fun. So now we'll stop.

Lage: That's a good way to stop.

V THE CONTINUING EDUCATOR AS CULTURAL ENTERPRISER: NYU AND UC

[Interview 4: June 3, 1992] ##

Innovative Programming

Lage: Today is June 3, 1992, and this is the fourth session with Milton Stern. Before the tape was on, we mentioned innovative programming, so let's start with that.

Stern: Innovation in continuing education, particularly in the areas of non-credit work, is crucial to the success of an enterprise. Program invention is not really possible in credit instruction. You're guided by a tradition, even if it's a short-lived tradition, particularly in new universities. That tradition changes slowly. I think I may have mentioned in this conversation before that in the fifteenth century, Thomas More, later St. Thomas More, sir and then saint, was yanked out of Oxford by his father, John More, who was a lawyer (he [Thomas More] was twelve years old when he went to college), because they were teaching Greek, which was innovative in the fifteenth century. More's father was a quite conservative man who didn't think that was useful.

Lage: What did he think they should be teaching?

Stern: They shouldn't be teaching Greek. They should be teaching what they were teaching, which were essentially Latin scholastics. Greek was part of the Renaissance and they weren't interested in Greek. Greek? My goodness, Greek! Well, you go down a few more centuries, and Greek becomes embedded in the curriculum. It's typical of faculty development. First, I never heard of it, second it's not in the Bible and third, I've always believed it. That's the way traditions are built.

In credit education, it's obviously very difficult and acknowledgeably difficult among all of us that it takes a long time to develop something de novo. In this University, the University

of California, it was always difficult to do so. Things like new campuses came along--after UCLA and Davis in the earlier years, you have this parade of new campuses. That became a habit and after all, it is California so along they came. But curriculum?

Yet, if you look at a catalog fifty years ago and a catalog today there are vast differences. So what you have is change which takes place unnoticed and sparked by some type who then becomes exhausted, course by course, program by program. It really takes a great effort to do something in a major way to change a curriculum.

For example, these days on this campus and on others, a certain emerging change is taking place in the biological sciences. We see a bringing together of the biological sciences, no longer called biology but biological sciences.

Lage: And no longer botany and zoology.

Stern: That's right. You have what I call fission and fusion in the academy. It goes on all the time. It isn't noticed except when you take a deep breath and look around you from a rather high slope around Parnassus. Then you look around and say, Gee whiz, there have been changes.

But there was considerable innovation in the field of continuing education, meaning in this case non-credit continuing education, planned for adults on a part-time basis and really ad hoc, course by course as it was, particularly after World War II. This occurred largely in the universities which I've pointed to before--University of California at Los Angeles, New York University, University of Chicago. There were occasional spotty indications of this in other places, not very often in smaller institutions but rather in urban centers in large institutions which had the possibility of developing popular non-degree programs for part-time students, for adults.

Lage: Was it not only the possibility but the need to develop those programs?

Stern: Wants and needs--there is a constant idiot discussion: what comes first? A want or a need? Forget it.

Lage: But it sounds like you needed to appeal to the population.

Stern: Yes. There is a natural instinct, if you like, to do this. There is a way in which, if you are in an urban center and if you are engaged in this kind of activity, you become a cultural enterpriser. That's what you have to do. I cited that jazz class. There are many, many other examples of that which came along in

those years. In Los Angeles, what was developed was aerospace because it was a clear need right after the war. The defense industries absolutely needed it during the war, and after the war they continued to need it. After all, defense has been with us from the beginning, apparently. Certainly the last two generations, the University of California at Los Angeles, the whole University of California, has had an immense dependence upon defense industry for its existence. To ignore that is a sort of idiot humanist evasion of a verity.

Invention then, as I say, lies both in cultural areas, in practical disciplines, engineering and adaptations responsive to a need existing in society, in the economy, what you will, sponsored perhaps by government, sometimes funded by government. In the case of this University, in the case of New York University, most frequently this was undertaken by extension arms without any funding. We just did it and hoped that it would work out.

In those earlier years--by earlier, I mean forty and fifty years ago--it wasn't all that necessary to have a lot of dollars together. You didn't need a lot of capital to develop such an enterprise. You always cheated on the establishment by telling teachers, well, if the course goes, but if it doesn't go, you're not going to get paid.

Lage: So your risk was low.

Stern: Your risk was low. Your marketing costs up front were, at that time, much lower than today. At NYU, and I don't know about UCLA, I don't know about this University in those years, we always in those years gave people, if they taught the first session, an honorarium for teaching the first session and then cancelled out if the class had too few students.

Then from time to time, we did give development money for developing the course. We didn't like to because, again, this was risk money and we had to put it up. The marketing money obviously has become much more significant over the last forty to fifty years. It wasn't at all that important then. I might add that marketing has become an almost acknowledged habit of universities without regard to it being continuing education.

Lage: Well, the whole society--.

Stern: Well, if you are dealing with the recruitment of students, obviously you are in that mode. This society has become market-oriented so it is no longer a dirty word except among a precious few in faculties. There are still a precious few. From my own point of view, which is in this area fairly conservative, I

suppose, semantically conservative if you like, I think that to allow marketing to lead, to say that it is market-driven, I think it is chic to say that. I've noticed that certain academic sociologists like my colleague, Martin Trow, for example, like to think of the academy as being market-driven to a great extent.

Lage: The entire university as being market-driven?

Stern: Well, he thinks that American higher education is market-driven, if you like. That's what Martin says. I think that within reason he is correct, but there are reservations I would make. I would speak of it in terms of a double bottom line in my own field of continuing education. One is to make sure that you're not going to lose money, that you have a balanced budget or show a surplus available for overhead. Never use the word profit. [laughter] But also, you have a bottom line of quality. That quality has to be expressed in terms of doing what the university you serve regards as central to its mission.

Now, in broad-gauge terms, a complex university has enough breadth so that you can work comfortably within those confines. If you are working in a parochial institution I think it is more difficult. I've noticed that in many Catholic institutions or, indeed, in any fundamentalist institution, there is more difficulty in working out original programs, or you have to be more ingenious to develop them; put it that way, if that's your bent. If you're not just going to do what you are told to do.

"Be Bold . . . but Not Too Bold"

Stern: In our large, complex, secular universities there are wonderful opportunities for imaginative development, which are the equivalent of being a novelist. If you are doing course work, you have to do it within the administrative confine, but it has its own aesthetic expression. That is, to put out a course, hope that the people come, market in imaginative ways if you can. Be imaginative in terms of a response to need, at least hope that you are, and see what happens. Then, sometimes you discover that you have moved too fast and you've anticipated a trend which you, taking deep breaths, have seen in the surrounding cultural atmosphere, and you are ahead of the game. Then you discover that two years later, the course that you had mounted has been successfully undertaken by somebody who read your catalog and said, "That's a good idea."

They don't bother to call you so you can tell them that, wow, we lost money on that because what happened was that we only had

two people enrolled and it got cancelled. They try it and they are successful. Now, why is that? The answer is because you were right, but you weren't coming in on the big wave. You came in too soon, and there you are, you're dumped.

Lage: Timing is important.

Stern: Timing is of crucial importance. Therefore, the motto that I've often embraced, I've often told people they must be sure of, is that old saying of Edmund Spenser: "Be bold, be bolder still. Be yet more bold, but not too bold." With that, you have an approach which is not brashly enterprising, not exploitative, but consistent, I think, with the general tone of what a continuing education program should be in a university. There are large trends which you can milk, which you can follow, which you can discover.

Lage: But how do you discover them?

Stern: You discover it by trial and error. Marketing for us is the simplest of devices. You don't have to spend vast amounts of money. In the first place, you do a lot of reading. I got a letter just the other day from a man I greatly admire, David Riesman--I sent him a copy of a speech I'm giving. David replied. I'm bringing him to mind because I read his book, The Lonely Crowd, back in 1949 or '50, whenever it was published. It made a great impression on me. It established an attitude. He was commenting in the immediate wake of a development. He was an anticipator of a trend which, from the point of view of people who are interested in developing programs--if you like, marketing--. I think of it in the larger sense of developing programs which seek the people who are coming along and yet don't betray a certain standard. In this case, you can take off from what Riesman said as a generalization, as a major theme, and build courses of instructions.

Lage: So if you were entranced by his book and saw it as an important piece of--.

Stern: Yes. What did he say in The Lonely Crowd? He talked about inner directed, other directed. Ah-hah. There was great response to this book. If you like, it's a filter-down theory which goes from the sophisticated avant-garde, but at what point does the avant-garde become the arrièrè-garde, meaning at what point does the avant-garde look around and say, gee, I'm part of the establishment?

So what you have is a succession of waves, if you like. Riesman was part of that development. The Organization Man, by William F. Whyte, which came out a couple of years later was a similar book; it goes back six or seven years later.

Lage: So you build courses around this--.

Stern: So you build courses around themes, and you extract courses from themes of this kind.

Lage: So a good program developer is a person who reads and evaluates.

Stern: A good program developer is somebody who does a lot of reading in a variety of areas. A director of a smaller program has to do a lot more reading than specialists in other areas. One of the strengths of anybody who is called to become a director of a program in a large complex university comes from having had smaller responsibilities and hence, having had to be much more broad in his or her understanding of what goes on in the world outside. Because we are dealing with the world outside. We are going to the world outside not only with what the university has to offer, because the university doesn't have that much to offer. We are going to the outside to fetch from the outside things that we can put inside, which later will be adopted by the university as part of the curriculum.

I've made mention of that. I've cited the example before of Shakespeare at Johns Hopkins and of computer work in the 1950s. I could also cite, for that matter, the development of psychology and the kinds of programs of psychology. What did we have? We had rat psychology. What did we have before the thirties? The whole discussion of psychoanalysis, psychiatry, popular versions of this were introduced in my institution by extension in the 1940s and the 1950s. This was stock in trade. This was the adventure.

Lage: So this was while you were at NYU.

Stern: Yes. It's important also to understand that urban institutions had much more opportunity to develop new programming because an urban institution is based in a city which has more cultural resources than the university itself. If you are dealing for example, not to be invidious, with some institution, let's say Bradley University in Peoria, as against New York University or Columbia University in New York, or the New School in New York, my goodness, think of the resources for instruction that you have in New York as against Peoria.

Lage: What kinds of people would you draw on as instructors in New York?

Stern: You draw on the whole cultural community is what you do. You get them to teach. Sometimes you draw on your own university. Sure. You try to. But your own university has limitations. If you were to deal only with your own limitations, you are dealing, frankly, with the past. You're not dealing with the future. Whereas, if

you deal with cultural leadership as you see it in urban centers-- much more rarely do you see it in smaller centers, but you see it. You can get it. If you do that, you'll have a fresh, vital program. So your program has constantly a new face.

Your question as an administrator must be what shall the continuities be, what shall the novelty be. At what point do you say, "This theme is relatively exhausted"? What time do you say, "Let's phase it out," and do you get rid of it altogether and so on and so forth? Do you maintain it simply because you know that it is going to come back? You see? This is part of the problem.

Let's take women's studies as an example. Women's studies was a real hot topic along about the late sixties and early seventies. Women's studies was coming up, sort of, when I was still at Michigan. When I came here in '71, it was emerging. So we started, I think, about '73 or '74, a program of women's studies. I washed that out after three years. The university had developed a center for women. Everything was going along. This was a quick movement, if you may or may not recall, on this campus and on several campuses.

Lage: You felt there was no need for the program?

Stern: I felt it was uneconomical. I couldn't support it as a program. To the extent that it was necessary, and it was, is, we pushed it into the whole programming that you did. But you didn't need a center for women to do it, was my point, in a continuing education program.

Lage: I see. It originally had it in a separate--.

Stern: Yes. Now, when the University developed its center for women, on a grudging basis I might add, and when you see--.

Lage: But they weren't doing adult education.

Stern: Sure, they were doing that. What else were they doing? If you have a center for women and you are doing seminars and programs for women, what is it but adult education? So I made a graceful exit. It's not something I can compete with if the institution, defying the rules, does this.

Lage: There was sort of a competition from within your own institution.

Stern: That's right. There is always competition. Competition with the business school, as I think I mentioned. Extreme competition with the new dean in the School of Education a few years ago. Competition with the School of Business is steady, but

nevertheless, if one has a mandate to do this as a centralized division, this is your job. Also, if you have the mandate and the requirement to do this on a self-sustaining dollar basis, believe me it's a lot different than doing it within the confines of a given school, which, while it may think that it's doing this on a self-sustaining basis, is not, because they use the resources that are given to them by public monies to develop such programs.

Inevitably, what they discover is there isn't all that much gold in the field. Then they withdraw from it or they keep on doing it, whatever. They may discover that this is desirable. Indeed, I think schools of business have discovered that even though this isn't extraordinarily lucrative, it's desirable to do because it keeps up a terribly important connection with leadership in the business community. So it goes that way.

Lage: Then when you come to build the new business school, you reap your rewards.

Stern: Yes. That's the way it goes.

Maintaining Creativity and Flexibility in a Complex Organization

Stern: Going back to the way in which this developed, as I said, it was easier to do years ago because you didn't have to make that huge capital investment. These days if you are going to do something of this kind, you can't do it with a single course. You do it with a course or two or three courses, but you have in mind program development, larger scale activities. I should explain that in that great adventure of the early fifties, where you could put in a course, a single course tapping a theme, it was great fun. This was really Daniel Boone going across the Alleghenys, that kind of stuff. It was guerilla warfare because you were behind the lines in the war against ignorance. It was great fun.

But as time has gone by, things have become democratized, and the field of continuing education is now much more firmly established in universities--else I wouldn't be talking to you--than it was forty and fifty years ago.

Lage: Now is it considered not as worthy just to have a single course?

Stern: It is not a matter of worthiness. It's a matter of the way in which the whole, dare I use the word, culture, I don't know, in which the patterns of organization have moved in continuing education. They have moved away from being adventurous on a

single-shot basis. A parallel could be made to book publishing--I think that's the closest parallel anyway--even in book publishing, what you see is thematic developments among publishers. A publisher gets a reputation, large or small for publishing a certain kind of book. Or a publisher deliberately limits itself to a certain genre. Textbook publishing if you like? Poetry isn't very plausible because you can't make a living out of it. But in the broader-range trade books you would have a certain approach and so on and so forth.

Similarly, in continuing education, what has happened is, the movement toward organizational complexity and also more attention being paid by the establishment, by the parent university, more controls being set up, so that program development became important. Within that framework you could occasionally launch a single course. But you weren't in the power to do so because it became much more important, has become much more important in the field of continuing education, for university programs to be more staid, to be more representative of solidity. Sometimes they confuse solidity with stolidity, I grant you, a kind of wooden approach, but practically speaking, this came about, I would suppose, the first indications, early on because we had to develop and sensibly did develop categories under which we listed courses, naturally.

Lage: You say early on. Was this in the fifties?

Stern: Yes. If you look at a catalog for a continuing education program in the fifties, it had already taken on a rhythmic approach. That is to say, you would have a thirty-two or a forty-eight page catalog at most; maybe a sixty-page catalog. Sometimes ninety-six pages, as I think about it. Already you were organizing it, not course by course--.

Lage: Not departments but areas.

Stern: Areas, that's right. Areas is a very important conception, and I think you are quite right. One should not think in terms of departments. We may call them departments, but these are areas of study because from our point of view in continuing education, we have to be much more flexible than the university. Indeed, the university as well ought to be more flexible because of the rapid changes in the nature of knowledge. The cliché of the knowledge explosion has meant enormous changes in the structure of the curriculum.

This goes across the board. There are very few areas which remain as they were years ago. Basic language instruction may remain roughly the same, but even that has changed in view of the

fact that we now have technology coming to the fore so that you have language laboratories and that kind of range of additives which help basic language instruction. But if you go past that, it seems to me that what you have is--you may even have courses called the same but if you look under the surface, the content is significantly different. This is the way it works.

So it's not to be a surprise that the continuing education program should be somewhat ahead of that. Today too, it has to keep its flexibility. But its flexibility is now modified by considerations which, as I say, began early, mainly as a desire for order of a kind which was somewhat different from the rigidities, if I may use that word--American universities are by no means as rigid as others have been in the past, but they are obviously far more rigid than their continuing education units. Novelty is much more present in the continuing education program.

Balancing Creativity and Control in Programming

Stern: As I think I have said before, on this campus we have in any given semester four hundred to five hundred new courses every term. Individually, new courses or new listings, but in practice they are part of larger programs. That's an important consideration. We are orderly. We have become more orderly. Is there room for what critics would call disorder, and I would call creative marginality? Yes, I think so. I think there is.

Lage: You can still pick something that doesn't fit into your areas.

Stern: Right. From the point of view of my handling of program staff over the years, it seemed to me absolutely basically important. I may have learned it simply by osmosis from my mentor, but I make book on it. I now have a policy approach which is my policy of administration in institutions like ours, large complex universities in continuing education where you have a license or a mandate to develop programs on a centralized basis. You do this by giving that license in turn to programmers. Programmers should have a high order of freedom. They should have control of funds in that sense too. You must not limit them too much in terms of their use of marketing monies.

##

Stern: On the other hand, it's terribly important to have controls. To me, one of the most advantageous events in my professional career was when I acquired a business manager, Gary Matkin, early on, in

'73 or '72 Gary came on board. He was an accountant. He therefore was interested in controlling the enterprise. My response was two ways, first, yes. That's terribly important. My second response was to modify his behavior so he wouldn't be too controlling and to give him a sense of what we wanted. We had to give license to our people.

Lage: How would you inspire or instruct your program developers? Did you have a lot of relationships with these programmers? We're talking about UC now.

Stern: I saw them all the time. I didn't go through the formalities of meetings. That struck me as kind of wasted motion. But, you know, I saw people all the time.

Lage: How do you pass on this idea of creativity?

Stern: You do it by telling them. You say, "Look, you are your own boss." I got to the point where, after a couple of years, it was perfectly plain what my policy was. I said that when a person came on board, this was the way it's going to work. This is the way to do it. You have a responsibility for this program. I expect to see invention. I expect to see all this. Go ahead and do it.

Lage: What kind of person would you get as a programmer, what background?

Stern: You get very independent people. The background was varied in terms of academic or scholarly background. But I think that background in terms of basic characteristics was quite varied, and the best programmers were the programmers who had that quality of independence of intellect and a degree of boldness in pursuing possibilities. That's what in my view should be encouraged constantly and still should be encouraged. You pay a price. You pay a price of not always knowing where things are.

Well, in the same way, the president of a university has a similar problem because he may be responsible and he may be answerable to boards of regents or trustees or the press or to anguished and outraged parents. But he has a whole variety of independent anarchs who are going to go around the place and do what they want to do. Most of them are orderly, but occasionally you have problems. So you have to deal with the problems and you have to deal with the problem areas.

From my point of view, I was less concerned with dealing with the problems of people who were too independent than I was concerned with motivating people to be independent because that struck me as being crucial to what we have. So when we hired, we sought to hire people with these qualities. I was reasonably

successful. My great area of failure, I would say, was in the area of continuing education in business and management. I could never find somebody to do the job properly as director of that department. The department tended to be loaded with turkeys.

Lage: [laughter] Why was that, do you think?

Stern: I think that the field of business conduces to this. I think that the field of business is not a field in which, paradoxically enough, the enterpriser makes most headway. The field of business does not really produce middle managers of independence. Whether it be American enterprise or Soviet enterprise, middle managers are not independent. In the Soviet system, they probably got their heads chopped or they got themselves shot. In the American system they get fired. Well, from the point of view of the ongoing quality of the system, not their lives if you like, but the ongoing quality of the system, the result is the same. So it was always difficult.

I think that there are few people whom you find--. I remember seeking to find a young man whom we had as a working bee--a lower level, continuing-education specialist in business. I wanted to get him to be chair twice. When I had a turnover I wanted to get him to be chair, but he rejected my offers every time because he just didn't want to be associated with the school of business on this campus. "I don't want to do business with them." "Why not?" "You know why not. I've got a fine opportunity here." He was being a consultant; he was being independent. That's a loose role, if you like. It's not an organization-man role. But he was making a success of it in his case. Lots of people who get fired go into consulting, but they are not going to be good consultants because they were always saluting from the start. If you are going to be a consultant, you can't salute; you have to be an enterpriser, is what it comes to.

Lage: So he was an enterprising assistant, but wouldn't take over the program.

Stern: He wouldn't do that. He wouldn't relate to what we were doing. So it went on that way. I was never successful. I've now learned that perhaps they have a prize in the new director of the department, the chairman of continuing education in business management. That may be so. I'm not sure. I don't know because I don't know the man. But in any case, it's a very hard assignment.

It's a combination of knowing what you want and luck to find people to do these jobs. If you have a reasonable degree of success, then you are regarded as really a talented type. But your only success has been, as I say, the combination of knowing what

you want in staffing and luck. That's all. If you luck out that way, you're in good shape.

I think I had one other asset. I may still have it although it's diminishing. Aging diminishes these things. I have an instinct for program invention. I think that's terribly important in our field.

Lage: Would that be part of your role as dean?

Stern: I think it's a very valuable part of the role of somebody in the central system. If one doesn't have it oneself as a dean, I think in some ways it's--it's not genetic but it's a learned attribute that you use and becomes second nature to you. If you don't have it yourself as a dean, and lots of people don't, you need to have it somewhere in your immediate office, because unless you have it, your program is going to die. That's all I can say.

Lage: So it wasn't just the programmers who did the programming invention.

Stern: Oh yes. Programming in itself is one part of the effort. The happiest combination, of course, is at those middle levels, people who have the ability to invent and the ability to execute, together. The problem in the structure that we have here, which exists in most larger continuing education units, is, if you don't have it in a single person (that's rare enough), to have it in an enterprise in which people can happily and rhythmically work together, some person being inventive--vice-president in charge of new business, if you like, getting new business--and somebody who is happy to execute and to be orderly.

Lage: So your particular role, since you do have this quality, would be program invention?

Stern: To stimulate programs.

Lage: By talking to individual programmers?

Stern: By talking to people, talking to individuals, quite right. Talking to people as a group, sure, but talking to individuals. I'm a great talker so it came easy. I've got lots of ideas, most of them not very good but occasionally they come across and people can say, "That's a good idea. I'll follow it up." But they have good ideas too.

Lage: Talking about good ideas stimulates more ideas.

Stern: That's right. So you don't go through this idiot formality of a brainstorming session, which is ridiculous. You never get good ideas out of brainstorming session unless the brainstorming session gets away from itself, unless it becomes a very enjoyable conversation. Then you might get an idea or two. But deliberately promoting it seems to me ridiculous.

Lage: What about the formality of the five-year plan, the academic plan?

Stern: Let me say that I am not enamored of strategic planning. Sure, it's fine; I appreciate forward budgeting. I remember that Ida Hoos on this campus some years ago described that whole development, which was originally the invention of Charles Hitch [U.C. president, 1968-1975], which you may or may not know. Do you know that?

Lage: Do you mean the whole idea of strategic planning?

Stern: Oh yes. Charles Hitch, as assistant secretary of defense, I guess he was, developed this whole idea of forward budgeting and forward planning. In other words, you would have a five-year budget, which you would revise annually.

Lage: They did that in Russia for a long time. They had a five-year plan. [laughs]

Stern: Yes, but revised annually so you are always updating, you are aware of your goals, and so on. It's an intriguing idea, and it's desirable, but in the loosest of ways. For God's sake, don't make a religion out of it. As a matter of fact, Ida Hoos, I remember, in this little book she wrote, called it Hitchcraft. [laughter] I rather liked that, I must say. Mr. Hitch is, I think, an attractive citizen and a nice man. I like him, but I always liked that phrase. Too much strategy goes against my creative instincts. Therefore, what I need, as a dean, is a balance, you see.

Lage: And did Gary Matkin play that role?

Stern: That's right. And I was very fortunate. I also had my assistant dean, Don McDaniel, who was imaginative. Don is a very imaginative guy. Gary is very imaginative too. Very imaginative. But they also, both of them, had the gift of caution, which I lacked [laughter], so they kept me cautious, you see. That was very helpful. If I make book out of this, if I try to generalize from it, I would say that if the director of an enterprise like ours or ours, directing continuing education programs, if the director has the inventive quality, you need somebody to rein you in, if you're the leader type. If you don't have it, if you are going to be the

cautious type, you need somebody adventurous whom you will give lots of leeway to but rein in as you have to.

But that's the situation. Nobody really has all these attributes. That's a rare thing. My mentor, Paul McGhee, had it to a considerable extent.

Lage: Had both of these--?

Stern: To a considerable extent. But he was also dealing with a much less formal setup than we deal with today. As these activities have become more and more part of the institution, I would argue that this kind of basic approach to management of the enterprise, leadership of the enterprise--and I won't go into these obscure discussions like, when is management leadership, and are leaders managers, and all this kind of junk. I'll leave that alone. But the control of the enterprise requires both in balance. Certain times it will move one way, certain times it will move the other. They're all human enterprises, and, boy, do they go up and down. Universities go up and down after all, my Lord. So you have this as part of the stress.

I was absolutely shocked when I discovered that Mr. Benno Schmidt had retired as president of Yale last week [to direct a private secondary-level education enterprise]. What the hell is he doing? Why is he going into this curious enterprise? Is this a symptom of caution on my part? Is he more adventurous? Well, maybe. I'd be most interested to see. My own feeling is that he is letting down the side. My basic feeling is that what he's doing is moving into an activity which conceivably may produce an interesting, benign fallout. That's possible, and I hope it does, because there is going to be a lot of money spent on it. I would hate to see it fail absolutely. After all, it might be introduced into the system. We discussed this, I think, a couple of weeks ago when we were talking about what is the measure of invention in an academic enterprise, and my measure is the extent to which, after a period a time, whatever its fate, and typically it goes out of existence, it influences the ongoing mainstream. So I hope that happens. But I find myself constrained to think--. Well, I'm not going to say the man's a sellout, but it could be it is. I'm not happy with seeing something like that. He certainly didn't do Yale much good in the process. That's my feeling. But that happens.

Carl Tjerandsen at Chicago, NYU, and Santa Cruz

Lage: [Interruption] My need for chronology conflicts with your need for creative thinking. [laughter]

Stern: I'm beginning to see--.

Lage: I like drawing it all together. We've already covered a lot of the UC experience.

Stern: Will we try to make this chronological when we edit it?

Lage: No, because it wouldn't fit your mind.

Stern: Then I should try to be more chronological.

Lage: No, I don't think you need to be, but I'd like to finish up, if there are specifics about NYU, and then move to Michigan. But if they bring up things about UC, that's fine, because it's all interrelated and that's the way your mind works; this is one thing we want to show. But there were just a couple of things I wanted to follow up on about NYU. You had mentioned Carl Tjerandsen. Would you like to--?

Stern: Yes. Well, let me see. When I was at NYU, we were a growing enterprise. We were an expanding organization. I was the third man on the staff hired, in 1946. When I left twenty years later, the academic staff was probably in the neighborhood of thirty. It was a very rapidly expanding activity. They needed more administration. In the late fifties, I was assistant dean. They hired an associate dean, Russell Smith. He came out of the University of Chicago where he had been associate dean. Then we hired Carl Tjerandsen. We hired him as an assistant dean responsible for liberal arts in extension, which job he kept for about six or seven years. Then he came on to Santa Cruz. He was the first dean of continuing education at Santa Cruz. I remember meeting Dean McHenry [first chancellor at UC Santa Cruz] when he was hiring Carl in New York.

Carl was a very interesting man, remains an interesting man. He is now eighty, retired down in Carmel. He's an example of somebody who has his own patient mixture of inventiveness and originality and sense of organization. I met him in Chicago. My dean, Paul McGhee, sent me out to scout the landscape and see what these guys were like. So I met Carl, we talked, and I remember going down the street with him and meeting Saul Alinsky [a community organizer], who was walking his dog. It was a big, bloody Malamute. The dog put his feet on my shoulders and towered

over my head. So he was a big dog. I don't know whether Alinsky thought he needed him or he was just a pet. [laughter]

In any case, why I refer to that is that Carl was just finishing his degree at the University of Chicago at that time. He was also director of a small foundation. This was the way he managed to put himself through graduate school. He was director of the Schwartzhaupt Foundation. The Schwartzhaupt Foundation was a small foundation started by a one time bootlegger, Emil Schwartzhaupt, to make himself right with the world, I guess. He had something like six or seven million which he put into this foundation.

He modeled it on the Rosenwald Fund. The Rosenwald Foundation was set up in the 1920s. It was the very first foundation as far as I know that was required to use up its capital in a given length of time. That's a very interesting idea. In other words, you're not going to hang around forever. You're not just using the income. This not an endowment; you're going to use up principal. I remember very well because the last \$3000 of the Rosenwald money was given to my then-wife in 1947, I guess, in our house on 48th Street in New York City by its then director.

Lage: To do what?

Stern: To support something called the National Scholarship Service and Fund for Negro Students. Rosenwald money was given for race relations to a considerable extent. It was given by its director, Edward Embree, who was an admirer of my wife, who had written a book on race relations.

So the Schwartzhaupt Foundation was set up on the same basis. It was modeled on that. The Rosenwald Fund was out of Chicago and so was Schwartzhaupt. Carl was its executive director. What's fascinating about its giving is summarized in a book that he wrote, which is terribly important, as frequently enough dullish books can be, which delineated the history of the giving and the results of this foundation. Remember, this was only \$6 or \$7 million at the outset, probably \$10 million by the time they got it all out. Carl used the last \$10,000 or \$20,000 to write this book, or rather get it printed. Carl was too noble to take any fee for this sort of stuff. I don't say this disparagingly; I say this admiringly because I regard him as one of nature's truly wonderful men.

These are the places the money was given to: supported Saul Alinsky and the Back of the Yards movement in Chicago. To support Cesar Chavez and the development of the Mexican-American, later to be called Chicano, identity and community development--community development is the watchword, you see--in California. To support

the Southern Christian Leadership Conference in the South and particularly voter registration. To support Myles Horton and the Highlander Folk School in Monteagle, Tennessee.

Just think about those four names and what they were intended to do. Think of the fact that many people, including Martin Luther King, were students at the Highlander Folk School. Think about the fact that this is, as I say, less than \$10 million given to these enterprises and then think of the impact on American society of those movements.

Lage: Did he give to these movements before they had too much publicity?

Stern: Of course. This is what helped build these movements. That's the point I'm making. This money was given in the fifties and sixties. I think that's terribly important. So when we speak of continuing education, we're speaking of something that goes past the concept of a university and goes into the potential of many other parts of the body politic. It goes into the potential of that kind of giving. It took a lot of guts too, I might say, because certainly Martin Luther King, supervised by the FBI, and the Highlander Folk School, obviously the target of Mr. J. Edgar Hoover. And Alinsky, the same way, not as badly, perhaps, because Alinsky was working in the context of support from the church to some extent. So he was considerably helped by that. Then think of Cesar Chavez.

This is why these movements got publicity, because they were able to build an enterprise which had an effect on society. I think that that is terribly important. It relates to Carl's position in terms when he came to California from New York, where he was responsible for liberal arts, assistant dean for liberal arts in extension.

The Division of Liberal Arts was one of those funded activities which died when the funding ended. It couldn't survive because there's not enough money in it to support it. Which isn't necessarily a bad thing, but I always have a profound distaste for something that has to end when the money stops.

Lage: You were saying something, about when Carl came to California.

Stern: When he came to California, he looked at the situation in Santa Cruz, a seedy little second-rate resort town on Monterey Bay, at least it was then. I think still is. What did he have? Here's a town of 40,000. Here was a university being put down, a campus being put down in an unpopulated place. What he did, and for several years was quite successful at, was to garner federal monies, which were still available--this was 1965, and he retired, I guess, about '80. Certainly at the outset, he was able to garner

grant monies for very important projects in alcohol rehabilitation; international programs which we inherited from Santa Cruz after he left--a couple of programs in the field of public health came to us and we worked it out eventually with the School of Public Health--on birth control. The first one was in Nepal and then we moved over to Bangladesh.

Lage: This ran out of Extension?

Stern: Yes.

Lage: So he was not just serving this small community but a broader clientele?

Stern: Yes, but that's perfectly plausible, because one of things that I pointed out is that if you don't have the will to do this in a given institution--. This was a training program; it did belong, as a matter of fact, in an extension program, or outside the university. Then somebody who has the flexibility to do it should do it and that means extension. So that's the kind of programming that he was able to do and therefore build the program. With that money--borrow from Peter to pay Paul, or borrow from Peter to pay Pan--he was able to build the program of open courses on a very modest basis in Santa Cruz, and in those first years, he was able therefore to keep going.

Lage: Was he happy there in this more isolated setting, from New York to Santa Cruz?

Stern: He liked it. He grew up in Seattle in the first place.

Lage: Is he still living?

Stern: Yes. I have to call him and see him.

Lage: What about in New York? Did he apply the same commitment to social action in this division of liberal arts?

Stern: Yes, but he didn't have the opportunity to. He wasn't in that kind of setup. What he did was build. As a matter of fact, something which he did which was very clear-cut--and I learned myself from him that was terribly important to do--is that if you have a program of this kind spread out across metropolitan New York--. The lesson I learned was that when you set up an enterprise which is community based, you can't run it from the center. You have to have somebody who knows the community to run it.

Conflict over UC's Engineering Program in Silicon Valley ##

Lage: Give me an example. These are terms that everyone might not be clear on.

Stern: I'll give you an example from the University of California. Having learned the lesson, I applied it. I inherited from Carl by agreement a program down in Silicon Valley. I said, "I'll trade off with you. You can't do it, apparently, although it's your jurisdictional area." He said, "No, I can't. I don't have the resources." This was back in '75. I wanted to do engineering down there. We had done engineering there in the early sixties when the university was still a seamless whole, if you like. But then, as Santa Cruz was called into existence, and then when the territory was divided in '68, Santa Cruz as a campus and its continuing education arm had jurisdiction in Santa Clara Valley, but Carl wasn't programming there so we were not programming at all.

So I said, "Well, we can program down there in engineering. We want to. I'll give you San Mateo County to program teacher education, which you said you'd like." Okay, so we had this agreement. Later, I might add, abrogated, just three years ago, to my considerable annoyance.

Lage: After Carl was gone.

Stern: Yes, he was gone. He was gone in '80. In any case, we programmed it. It was clear to me that they couldn't program there from Berkeley. We looked around and looked around and we finally found a fellow, Dick Tsina, who was dean at Cogswell College. He took on the job as director of programming in engineering and was responsible for the Silicon Valley development.

He lived in Palo Alto. Before that point, we were programming but in a very lackluster way. You can't do it from fifty miles away; it just can't be done. It just doesn't work. You have to have somebody out there who knows the place, who has a feeling for it and is there. How do you staff an office if you come from fifty miles away? It's a totally obvious point but it's an obvious point that is misread. It's possibly being misread right now by my successor, Mary Metz.

Lage: Out here in Walnut Creek?

Stern: No, not in Walnut Creek but in San Francisco itself. Unless that program is developed with a certain kind of indigenous control mechanism, which it had had, it's going to be in difficulties.

Lage: They're trying to pull--.

Stern: For economic reasons, which may be necessary, they are cutting staff in such a way that I think may be difficult. I think that inasmuch as they are aware of it, they may resolve it by finding somebody who will at a lower level control the enterprise over there. There is something to be said for giving license to certain people, even in an administrative role. Mary may succeed anyway, but, as I say, you have to be very careful to get it done.

In any case, I don't want to sound as if I'm being anything other than critical of her--in this regard only, I hasten to add. She is doing well in many other ways.

Lage: I'm glad you made that clear.

Stern: What I mean is I don't want to be overcritical because I realize her problems. She has a terrible problem.

Lage: Financially?

Stern: Yes, because she is being squeezed. There is a million more coming in this year, but the university central administration has gotten another quarter of a million out of Extension. So I know what her problem is. But I hope that this gets resolved fairly quickly, this particular problem, because otherwise, I think it will play havoc with the patterning of work over there.

Lage: Let's see. We're going to finish up--.

Stern: That's the community bit, and so you have that solid, you see what I mean, as an example. When we were evicted from Silicon Valley--.

Lage: By the fact that Santa Cruz wanted it back again?

Stern: They wanted it back and they made the case to the vice-president, Mr. [William] Frazer and to the president, Mr. [David] Gardner, and they won. So we had to move out. We moved up north.

Lage: Did you get San Mateo back?

Stern: Damn right. We didn't have to get it back because it was always our territory. We moved across the line, established ourself in Menlo Park.

Lage: With a competing program?

Stern: Oh yes. [Chancellor] Mike Heyman said to me, "You are not going to take that lying down, are you?" I said, "Goddamn right I'm not

going to take it lying down. We're moving across the line." He said, "I thought so." Because Mike was upset by this and so was Karl Pister [former dean, College of Engineering, UC Berkeley.] Now Karl Pister is chancellor down at Santa Cruz. I don't know what he thinks about it, but my own feeling is that they would be better off to do what I suggested all along. I suggested in the very first place a joint enterprise down there. Forget about territoriality. But that didn't work. The dean down there is small-minded, and very competent. She's a good manager, a good housekeeper. But she has no originality and she's ultra-cautious. But she has a very good field, and I see no reason to think that if she lucks out with hiring, and she has to a certain extent as I gather, she may not be able to be quite successful down there within the limitations I've described. But she's not as successful as she could be.

Pister was upset by this. Dick Muller was terribly upset.

Lage: Who was he?

Stern: He's a senior professor in engineering who was very helpful to us all around.

Lage: This must have been a profitable program.

Stern: No. It supported itself. But it wasn't profitable. We were building it, you see. We built it up so that it had a million in income, and it paid for its overhead. And that was all I asked of it. Ultimately, that's all you can ask of a program. This was a very expensive program. Remember we had costs down there. Overhead is heavy. You have to have an establishment, an office open in evening hours. You're giving instruction in several places; when we left it we were giving more than one hundred courses a term down there. That's big stuff, and with the heavy rental costs down there, it's hard to make a buck. It's not as rewarding as it could be and would be. Of course, there is a recession in Silicon Valley these days, which plays havoc with the kind of income that can be generated.

There is an interesting sidelight to this. When we were under this threat and had to make a case to the vice-president and president, Mike Heyman, the chancellor, suggested that we find out what kind of money was given to the College of Engineering by these firms down in Silicon Valley. Do you know what we discovered? We discovered that in the previous five years, \$33 million had been given to the College of Engineering by these firms in Silicon Valley. Thirty-three million in five years. Why? This was the statement. A very important consideration was the kind of continuing education that the people who were working in Silicon

Valley--that is to say, the employees of the Silicon Valley firms--were getting from professors in the College of Engineering.

Lage: Santa Cruz doesn't have a college of engineering.

Stern: No. That was one of the points we made.

Lage: Wouldn't that make it a bit more difficult?

Stern: Yes. They copied all our courses, and they scrounged all the instructors they could that we had. Then they did what we did too, which is perfectly reasonable to do and legitimate. My motto is always steal when you can. The members of the staff--obviously such senior and sophisticated people down in Silicon Valley--were glad to teach, not for the money particularly. That helps but not really. They liked it. People like to teach, particularly if they are not stuck with it.

Credit Instruction in Continuing Education at NYU

Lage: I think we should set Berkeley aside and try to finish up with NYU and move on to Michigan.

Stern: Yes. I think there is one point to be made about New York University and its development over the years. It has moved into credit education, which it didn't have. As I think I told you, it was mandated to do non-degree work entirely at the outset. In 1952, I think it was, '51 or '52, I went up to Albany representing us and spoke to Ewald Nyquist, then the assistant or associate commissioner of education for New York State to get approval to give an associate degree. Nyquist said, "Geez, no problems. Seems reasonable, this kind of curricular device you're setting up. It's plausible." I said, "Don't you have to give us permission?" He said, "No. You just go ahead and do it, and we'll come down and look at it in a year or two." That was the way it worked.

In fact, that was my first discovery of the fact that by and large in universities you don't need any approval, you just do it. You may need internal approval in the university but you don't need approval from anybody. We thought we did.

So I went back and said to my boss, "Hey, we got this." He said, "That's good," and then didn't do a damn thing about it for the next five years or six years or more, more years than that, I guess. It wasn't until the early sixties, '61, '62. I finally said, "Look, you've got to do it. You're making a very great

mistake. I'll turn over my assistant to you to do it. He would like to do it." As a matter of fact, I guess I had a concealed motive; I didn't want him around me any more. [laughter]

He wanted to do it. He went ahead and started it out. He was, I think, successful in spite of himself simply because there was such a need for it.

Lage: Did this give you any conflict with the university administration?

Stern: No. This was a two-year degree. That was done in '62. Paul died in '64. I left in '66. It was on its way. Then that program became specialized. There is another reason why. There was a specialized degree in real estate and another specialized degree in some other field and a generalized degree in the humanities, an AA degree.

Lage: Sort of like what we have from a community college?

Stern: That's right. But in those years there were no community colleges. They were just starting or hadn't even started yet. They hadn't started yet. Remember, New York State is very retarded when it comes to public higher education.

Lage: Because the community colleges had certainly started here.

Stern: The State University of New York didn't come into anything of any size or strength until Nelson Rockefeller became governor and dumped billions into it.

So that program at NYU was launched and later became a four-year degree program. I last checked this, accurately, five or six years ago, when they gave me a medal, the first Paul A. McGhee Medal. I hung around and checked what was happening and discovered that the revenue then was something like \$40-44 million, of which \$10 million only came from this degree program, which is now a four-year degree program, as I said, a part-time degree program. But it produced, as I recall, \$5 million of the \$8 million surplus that the whole enterprise--that that other \$34 million--produced. Isn't that interesting?

They had a surplus of \$8 million, of which more than a half came from this much smaller degree program. Why? I think I've said that degree programs are much less expensive to develop than non-degree departments, particularly if you don't have to pay fat salaries, faculty salaries. There is a tremendously exploitive element in all of this, but that was increased and improved at New York University by virtue of the fact that they were instructed that they could not, except under extraordinary circumstances, use

any member of the New York University faculty as an instructor in this program. Could not use. Isn't that interesting?

Lage: Who set this rule? The university administration?

Stern: The university administration. I don't know why.

Lage: So this kept costs down. Is that what you mean?

Stern: This cut costs down, sure, because what they were able to do was to use teachers they would get from the circumambient community, from anywhere, from other institutions, anybody with appropriate qualifications. About the vetting of qualifications at this point I'm not sure. I don't know what procedures they use at NYU to vet those qualifications.

Lage: What was the word? Vet?

Stern: Vet? You don't know the word? Look it up. It will do you good. [laughter] To approve. An approval process, to vet an application. Now here, of course, as you know, this is done through the establishment of the Academic Senate. But our institution is far more strict than almost any other institution that I know of. There are always approval processes, but generally speaking, they are not as strict as we have in this university. Frankly, I regard that as an asset.

Lage: The strictness or the lack of it?

Stern: The strictness, because it gives you a very clear structure in which to work as far as maintenance of quality is concerned. I think that is very important. As I say, with regard to quality, I'm very conservative. However liberal or radical I might be thought to be in other ways, in the matter of quality control I have very strong views, which extend themselves modestly to the notion of degrees. But only modestly, because what I regard as qualification is capability, not the degrees per se. But inasmuch as in certain areas the degree is the appropriate measure, that's where it applies. But where it doesn't, forget it.

The only other point I would make about NYU is an interesting example of a program which we developed, which I was responsible for for many years, in book publishing. It then became a graduate program.

Lage: As part of the regular university?

Stern: As part of the regular institution.

Lage: So this was a program to train people who wanted to be in--?

Stern: In book publishing.

Lage: There is a similar program here. Or is it similar?

Stern: We have a program which, when I came here, I realized that we had a developing enterprise in San Francisco in publishing. We developed courses. It goes pretty well. It could be stronger. But it's a pretty good program. Ruth Majdrakoff was its director before she retired. She did a very good job of setting it up. She is a paragon of an administrator for certain kinds of activities.

Weekend Programming in the Humanities

Stern: I suppose I respond to Ruth because I am a charter member of the Richard III Society. That goes back to the 1950s. Ruth invented weekend programming in the humanities. Weekend programming in the humanities is an example of invention, if you like, in which you deal with--. Let's take the thing I suggested to her: the last Plantagenet, Richard III. I said, "Why don't you do a course on the last Plantagenet?" So she modified it slightly, the last Plantagenets. She managed to work in Henry VI and Edward IV and Richard III. You had a multi-disciplinary program--.

Lage: For a weekend.

Stern: For a weekend. When I say multi-disciplinary, inter-disciplinary, the point is that people who take courses of this kind aren't interested in a course of a disciplinary kind. They are interested in a larger theme. They are naturally inter-disciplinary students. Naturally. They have to be disciplined into disciplines, if you like.

So in practice, what you do is you use people on music, the arts, architecture, literature, history. You have the whole gamut. Economics. Everything. Then you have a program which is far more exciting than can be done, even in multidiscipline terms in an undergraduate or graduate program.

Lage: Just to use that example, how would you realize there was enough interest?

Stern: I didn't. I assumed that inasmuch as the Northern California chapter of the Richard III Society was interested, and inasmuch as Josephine Tey had written a book, and inasmuch as--I've forgotten

now who--had written a life of Richard III, Richard III was around. They got something like 150 people to come to a weekend for the last Plantagenets.

We would get anywhere from one hundred to three hundred people to come for those weekends. They would start typically on a Saturday morning and go through Sunday afternoon.

Lage: When did that start, that weekend programming?

Stern: Probably about '74, '75.

Leaving NYU for Michigan, 1966

Lage: I'd like to move us to Michigan.

Stern: Okay. I'll go to Michigan by describing the political circumstances, or have I done that?

Lage: No, not at all.

Stern: My boss [Paul McGhee] died, and I left, something like five days later, for a sabbatical in England.

Lage: No connection between those two things?

Stern: No. His last words to anybody I think were to me on the phone, except to his doctor. He called me from the hospital, and he told me, "No matter what happens, go to England." I said yes, but I would have to go anyway because my house was rented.

I supervised his funeral, and I discovered you could do it for fifty bucks. We did it in the university chapel after we evicted some guy in the last stages of drug withdrawals. But he wanted to be cremated. You have to do it in a coffin, but you can do it in a \$50 coffin. That's all it cost.

And then I went to England. Before I left, the chancellor called on me and asked me who would Paul have proposed as his successor. I said, "The only thing I can tell you is that he would not have proposed Russell Smith, the associate dean. Russell is a very capable man, but Paul had a feeling about him. That's what he told me." I've forgotten whether he asked me whether I was interested in the job or not. I wasn't, as a matter of fact, because I didn't feel up to it. Anyhow, I was going to England. I

couldn't hang around to pursue this job, which had interesting after-effects.

I was in England and spent most of my time politicking back home instead of doing what I was supposed to do, which was some research.

Lage: Research on Richard III?

Stern: No, no. It was research on the origins of adult education. I wanted to find out what was the influence of continuing education on the early stages of the industrial revolution, which in England were very much less shot through with riots and violence than they were on the continent. Why did that happen? Was continuing education a possible explanation? I still think it is a valid research to undertake.

Lage: But it didn't get done?

Stern: I couldn't get it done. Not in the time available. I was pushed to resources which really were not helpful at all. I should have looked at the ectoplasmic beginnings in the middle eighteenth century of the dissecting sects and their Sunday schools, and then the establishment had a few Sunday schools, and stuff like that, rather than where I was sent, which was the development of mechanics institutes in the early nineteenth century. What can you do in five or six months anyway?

Lage: Politicking you did.

Stern: I politicked. When I got back home, I discovered that nothing had happened, so I politicked more industriously.

Lage: Were you politicking for a particular choice?

Stern: I was politicking for one of three candidates, a guy from Rutgers, Hamilton Stillwell; Ted Shannon, who was dean at Wisconsin; and Abbott Kaplan, who was associate director here at UCLA. Indeed, Abbott was offered the job, and I was happy. Then when he told me that he asked for a vice-presidency, I said, "You are not going to get it," and he didn't. He got everything else he wanted. A big salary, \$10,000 expense account which he didn't have to account for, a house in Washington Mews. A house in Washington Mews? Even then it went for \$2,000 a month. Now it goes for about \$5,000 a month or \$6,000 a month.

Lage: He wanted the title, though.

Stern: He wanted the title of vice-president, and they wouldn't give it to him. So he didn't take the job. I knew right away. I said, "Well, I'm going to look for a job." What happened is they gave the job to my friend, Russell Smith. Russell said, "I'll make you associate dean." I said, "No, look, I'll do Carl's job (he's leaving) as assistant dean for Liberal Arts in Extension. I'll do that job. And we're agreed; I'll leave at the end of the year."

Lage: So the two of you didn't--.

Stern: We didn't get along. I got along intellectually with him. Russell was a very bright man. I admired him. But we didn't really enjoy each other. In any case, it ended that way. I looked for a job here and there. By this time, Stillwell had gone out to Wayne State, I guess, and he offered me a job. He and then the director at Michigan offered me a job, responsible for the Center for Adult Education for three universities. The three were Eastern Michigan, University of Michigan, and Wayne State, centered in Detroit to do continuing education in the southern counties of Southeastern Michigan. I said, fine, I'll do the job.

##

Stern: That was a break with my past because my past was New York. I was forty-eight years old. I went to Detroit and Ann Arbor. I had tenure at Wayne State as an administrator. Can you believe administrative tenure? I had an academic appointment as associate professor in the graduate school of education at the University of Michigan. I've forgotten what type of appointment I had at Eastern, but that didn't matter to me. All I was interested in really, was the academic appointment at the University of Michigan. Indeed, I fulfilled that to some extent. I was a good soldier.

Lage: Was this an administratively difficult setup?

Stern: Oh yes. Let me comment next week on the problems of consortium enterprises. Briefly put, a consortium always moves independently of its sponsors. That has to be expected. A consortium cannot obey three masters, except for a short time. The only way in which it can be successful is to do something independently which they are satisfied with and which they pay no attention to.

Lage: That is a good place to stop for today.

VI DIRECTOR OF THE UNIVERSITY CENTER FOR ADULT EDUCATION IN
DETROIT, MICHIGAN, 1966-1971

[Interview 5: June 16, 1992] ##

More on Social Action vs. Entrepreneurship in Continuing Education

Lage: You have just returned from Regina [Canada], where you gave a speech on entrepreneurship vs. social action in continuing education to the Canadian Adult Education Conference. What was the decision on that choice?

Stern: I was speaking for a majority view, of course, enterprise; social activism as expressed by Phyllis Cunningham, who is the person who debated with me, is kind of old-fashioned. After all, the field of social action has kind of dissipated into one-note agendas. People are either for abortion or anti-abortion. They are for helping the poor this way or that way. One is an environmental activist, so there was a good deal of breast beating and guilt about what are we doing about the environment. I said, "For God sakes, we spent forty years doing something about the environment, giving courses in it for forty years. What do you have to criticize yourself for? Don't you understand? You people are the precursors of this kind of surfacing of an idea."

Lage: That's a good point.

Stern: It's an important point, because what are you supposed to do? When the world catches up with you, what are you supposed to do? What you are supposed to do is to go on over the horizon again. That's what you are supposed to do. They loved that because that reassured them that they were good people.

Lage: That you could do both.

Stern: Yes. You can make money by doing certain things, and you could then pay for it by doing other things. You could pay for it psychologically by doing other things, and you could pay for your psychological satisfaction by giving courses which brought in money. It was all very pleasing, and they liked that, so everything was ginger-peachy.

Lage: Who was the woman who was the spokesperson for social activism?

Stern: A woman named Phyllis Cunningham, who is a professor of adult education at Northern Illinois and is certainly a good person.

Lage: Does she run a program as well as teach?

Stern: No, and so I gave her a little flack. I said, "You'll have to excuse a very old-fashioned cliché, which is 'you don't meet a payroll.'" She was very indignant. She said that she earns her salary. I said, "Exactly, your salary is paid by somebody else."

Lage: That's a low blow [laughter].

Complications in a Consortium of Three Institutions

Lage: Today is June 16, 1992, and we had moved to Michigan in our last interview. We were starting to talk about the setup there, the consortium, the social setting.

Stern: Well, on a personal basis, I was rather taken aback by the situation in Detroit, which is where I was located. The responsibility I had was to be director of the University Center for Adult Education, which, as I've said, was a function supported by three institutions: Eastern Michigan University, University of Michigan, and Wayne State. I was its director. It had a small staff of about four or five people in academic roles and then another group of six or seven clerical workers.

It was obviously a smaller establishment than I had come from, but I was the boss, which was very satisfactory. It always is. It was located in a rather attractive building, the Rackham Building, which belonged to the University of Michigan. One wing was turned over to my center and the other wing was rented by the Engineers Club of Detroit.

Lage: Were all three of these public universities?

Stern: Yes, all three are public universities. Eastern Michigan has a normal school, teacher's college, background. The usual progression from academy to normal school to state teacher's college. Then, take a deep breath as we go onward and upwardly mobile into the future, to a state university. That seems to be a progression which is common in the United States, in many states, as you know.

Lage: It happened here in California.

Stern: It happened in California. It is clear that this is the way in which higher education parallels the growth of the society and the economy. There are some states which really never made a significant investment in higher education as a public activity, notably Eastern states, which depended upon their private institutions at the higher levels. But normal schools were commonplace throughout the country. That was Eastern Michigan.

Wayne State had much the same history. It had the same progression, and indeed provided and provides, or did until recently provide, the basic cadre of teachers for the immediate area. This was a significant function of higher education for many years and continues to be, although these days unacknowledgedly so. That is to say, the teaching profession being one which is not highly regarded, universities in their snobbism tend to disregard it as well. I think that was plain here at Berkeley in the attitude toward the School of Education, the attitude apparently warranted on the basis of the fact that faculty research wasn't of a high caliber.

Well, maybe so. Maybe there is a misunderstanding of the nature of a school of education. It's entirely possible that the university, as it deals with its school of education, has a valid point. Those faculty members of purest ray of orthodoxy may have a point when they argue the need for researchers of the quality that represents Berkeley. I say, maybe so. But is that the only thing that this university does? Research? Don't we educate? Don't we have a responsibility for applied research with regard to the schools? It's always given lip service. But when push comes to shove, they manage to disregard it. When I say "they," I mean academics who protest too much about their own academic virtue.

Getting back to Michigan and its school of education, in which I also had the title of associate professor--oddly enough, the issue of tenure was a very amusing one. I was tenured, but not at the University of Michigan. I was tenured, if you can believe it, as an administrator in Wayne State. The consortium decides things after scratching its collective heads because I reported, in effect, to a three-person board: Steve Spurr, who was graduate

dean and vice-president at the University of Michigan, and successively to some very pleasant but relatively anonymous vice-presidents at Eastern Michigan, and to Hamilton Stillwell, who was the dean of continuing education at Wayne State.

Lage: But to the graduate dean at Michigan. An interesting placement, in the graduate school.

Stern: Yes, it is. The graduate dean. I don't know why they did that but in any case, Spurr is, was (he's dead now), a very considerable person. He was a zoologist. He used to go off chasing green turtles in Costa Rica. He then became president of the University of Texas at Austin. I thought Steve Spurr was a good man, a little bit outspoken, in a curious way, for an administrator, but he was a very good man. I liked him.

Lage: What was it like reporting to these three individuals?

Stern: They were harmonious types, and they didn't want too pay too much attention to what I did. A relative advantage of a consortium is that if you are not too taxing in terms of demands on their administrative time--never bother administrators unless you have to (it's perfectly plain)--a consortium takes on a life of its own; it had better if it's going to be successful. At the same time, one has to report back. One has to pay attention to the home base. You have to make sure you are not cutting across the territory of anybody who is doing the same thing you are in one of these institutions.

My mandate was to provide continuing education in the seven counties of southeastern Michigan.

Lage: Was the program already set up?

Stern: The program had been set up. Stillwell had been my predecessor and then he was elevated to the deanship at Wayne State. For a time he did both. But the pattern of relationships of the three universities was, I think, a model of what will happen in a consortium. Indifference sets in because you are off over there. They really can't be bothered too much. Provided you don't make too many waves and provided you don't cost them too much money, they're happy. We didn't cost them too much money. They didn't give us that much money. I mean, my God, I've forgotten exactly what it was, but it was peanuts, when I think about it.

Lage: So you were virtually self-supporting?

Stern: Oh yes. Except for a basic commitment, which was, in terms of the total dollars available, not insignificant as a percentage. That

is to say, while the money was small, the possibility of doing a decent program in a city like Detroit and its surroundings was quite difficult.

Difficulties of Serving the Detroit Community and Administering OEO Programs

Stern: Inasmuch as the mission was to offer non-credit education--I won't talk about the Sahara of the Beaux Arts, but it seems to me that there is an element of aridity, shall we say, in the Middle West in some ways. That is an overall generalization, which is kind of stupid, but I'll make it anyway because my experience showed me that you couldn't do many things. What you did do you had to take major chances on, that is to say, you had to invest enough money to make it pay off. These are not well-to-do urban types, by and large. Detroit was in the process of becoming a black city. You had racial tension, but more importantly you had poor people living there who couldn't afford the kind of program that you were doing and didn't want it anyway. If they wanted anything, they wanted credit education which would enable them to work at a higher level than they did, and I don't blame them.

Lage: Something like a junior college might offer.

Stern: A junior college or a regular program. Wayne State was full of poverty-stricken people who were getting an education for relatively nothing. They had to pay for their books, which was a torment. These were the children of automobile workers. These were the children of Detroit's history. What I was catering to was an oddly mixed bag of people of means. They didn't live in the city anymore, by and large. The only thing that they would come in for were events--at that time, and this goes back around twenty-five years--events that were held at a definably cultural establishment, like the Detroit Institute of Arts, which was just across the street from my building. As a matter of fact, I worked out programs with the Detroit Institute of Arts.

Lage: Was that something new that you instituted?

Stern: Yes, it was new. We did that.

Lage: You had to size up the social scene very quickly.

Stern: Sure. This kind of activity, you want to take a look and you take a few chances and you find out what's going on pretty quickly, obviously. It's very important. I was only there five years. I

maintained the program. Did I improve it? Yes, I guess I did, in numbers and quality.

"Great Society Jobbers" in OEO Programs

Stern: I was helped by the fact of funded grants, OEO [Office of Economic Opportunity], poverty-program money. I did that with a certain sense that it was a dead end, really, I thought, and I still think.

Lage: Dead end for the people who were being served?

Stern: A dead end for the people who were being served, in the sense that too much effort was spent on creating, in terms of political situations, what I think of as a sub-welfare establishment. That is to say, a group of people from the community who cash in on the opportunity to get a civil service job, even one that's funded from temporary money, and then keep on spending all their energies to make sure that grant is renewed, in the meantime developing mediocre programs.

How shall I put it? If we deal in the 1960s with the programs that were sponsored by OEO, that which is called Mr. Johnson's great program of renewal--

Lage: The Great Society.

Stern: Yes, the Great Society. I have a sense of betrayal. Not by Mr. Johnson; I think Mr. Johnson was firmly for it. He was way up there: "Let's ordain this." It's a great American fault, to have ordained something--. The Congress is full of it, having passed legislation and then failed to pass appropriation bills. Or people say, "We are doing this," and they haven't done a damn thing. They still have to do it. But the mere passage of legislation implies that it's been done. That's nonsense. It hasn't been done. You have to work at it.

The idea of dedication is something that Americans aren't very partial to, by and large. Dedication means you are unsung; you are not being paid attention to. You are supposed to stagger around and work in the vineyard and are expected to accept a pittance for doing the world's work. Then, some time after you are dead, people will say at a memorial service, "He did a great job, didn't he?" What are you supposed to do?

These people were all creatures of television society, of a media-based society and of the implicit notion of the Protestant

ethic, that if you do something, you are going to be rewarded. They were doing something, little piddling things, and they expected rewards far in excess of that. They weren't serious about the effort. As far as people in the black community, there were a handful of people who were serious about it. They were working hard at it. As far as people from white Detroit, whether they were related to such programs or were merely benign onlookers, they didn't want much to happen. What do people want?

This whole thing that now comes up, which is now a clichéd phrase--it is well to remember that clichés didn't start out as clichés--"empowerment." Well, if the nature of the game is empowerment, I would say that the Great Society really fumbled the ball, not because it was ill-intentioned; it was well-intentioned. But in its execution it fell into the hands of too many jobbers, people who would sell it out.

Lage: People who just wanted a job?

Stern: Who wanted a buck. The people who wanted a job, I don't blame them. I would blame them if they didn't do their work, yes.

Lage: The effort to empower people by giving jobs to people from the minority community--.

Stern: Was a failure? No, I won't say that. What was a failure was a failure of ideation and a failure of belief, and a failure to prevent fat cats from cashing in.

Teacher Training for Headstart at NYU--A Great Society Success, for a Time

Stern: I'll give you an outstanding example of this. When I was at NYU in 1965, my last year there, along came one of the important successes of the Great Society. I would suggest that one reason why it was a success lies in the story I'm about to tell you. I was at NYU. We got a visit from what's his name? Pitchell, Bob Pitchell. Dr. Pitchell was asked by the department of what ultimately became the Department of Education to explore whether or not NUCEA [National University Continuing Education Association], which is our national organization, would be interested in mounting for some of its members, indeed, many of its members, a crash program to train teachers. That was in the spring of 1965. Indeed, the conversation we had was, I think, late February, early March of 1965.

We were supposed to start this program training teachers, start it, have them in classes, by end of May or June. The program itself was supposed to start, as I recall, in July, sometime like after the fourth of July. The problem was they didn't have enough preschool teachers to do this program on a big broad scale. So you had to train essentially elementary school teachers who are willing, for a stipend, to do this. It was a crash program, as I recall, two weeks. They got a stipend to go to school.

Lage: Was this to prepare people for Head Start?

Stern: To prepare people to teach in Head Start programs. Ultimately, Pitchell got something like 104, 114 schools, to do this. A grant was given by the government to NUEA as it was then called, National University Extension Association, which later became NUCEA. Up to that time, this organization had had its office in the hat of the then president and its files in the file drawers of the then secretary, who also continued to be secretary for many years, so there was some continuity, you see. That was dedication, believe me.

Here we were, moving out on this. Lo and behold, we got this done. We were really used to this kind of assignment, turning on a dime and getting something underway in a short time. We had been doing this all our professional lives. This is what you do in continuing education. You don't hang around and wait for the approval of seventeen committees before you mount a new course. You just go ahead and you do it. If your people are quality, it will be something of quality, is my general view. We managed to put this all together. We had crash programs, meeting like the very devil to inform each other--by that I mean, across campuses--of what we were all doing, get some good ideas; you know, you steal from each other, you borrow from each other and you do things which turn out to be pretty good. That kind of corporate intelligence, in this case, if it is something of good will and not competitive, which obviously this was, because we were all getting a quite satisfactory return. Indeed, I was somewhat ashamed of the amount, to such an extent that I said we have to put at least \$5,000 or \$10,000 into evaluation to see how we come out on this deal, which was very interesting, very telling, as I'll tell you in a minute.

In any case, we mounted this program; we got the teachers through. I was responsible for it at NYU. This was my last year, and I was sort of minister without portfolio because I had agreed with my new dean that I wouldn't stay around anyway. So I had 700 teachers to sort out. We did the job quite well, we thought. We were right; we did it quite well. So did many other schools. They did it quite well. This resulted, I think, from the fact that for

once, teachers were being regarded as important. They were being given decent stipends after all, which was very significant.

Lage: To come to the class.

Stern: To come to the class. They were told it was important by many people. They took it seriously, and they did the job. For the evaluation which took place in December because we wanted to wait until we got the reports, we sent out questionnaires to all the teachers and then to the people who were sponsors, that is to say, at the locations--these were typically sponsored by public school systems, by parochial schools, even, I think, through a few libraries. We got a sense of the quality of the experience.

We also got a sense of certain important things. One important question, as I recall: How the hell do you recruit kids for this kind of a program? A basic problem was getting kids into this group. Who were these kids supposed to be? Poor kids, obviously. How do you communicate with poor kids whose parents are illiterate? You can send a letter home with a first grader, but if the parents don't read, where are you? So you work through church pastors; you work through a whole range of community contacts to get those kids. After all, they are three years old.

Lage: So you evaluated the whole setup of the program, not just the teachers.

Stern: That's right. We evaluated the whole thing. At the evaluation--it was in a blizzard. It really was a blizzard. By God, of those 700 hundred teachers who had done this job six months before, 300 showed up at NYU to report and be reported to about the effect of what they had done. I take that to be a very heartwarming sign of the quality of people and the quality of teachers, which is what we are talking about at this moment.

But then, let me go back to say what happened. The recovery on that \$11 million for the organization, the sponsor, was half a million dollars, which is not excessive, after all. Certainly, when you think of the human energy expended for no return, obviously it was a reasonable overhead. It was a success. Project Head Start was a success from the beginning.

The next year, the success was so obvious that they would do it again, huh? This was now open to bidding because everybody and his sister who saw money were saying, "We want to bid on this. You can't just give it to these universities without a request. You have to ask everybody to submit proposals, don't you?" Instead of NUCEA getting it, who got it was--. I don't remember, one of those

consortia which was indulging itself in education. Was it Arthur Little? Whatever consortium it was.

Lage: A private--.

Stern: Yes, a private enterpriser got this. A conglomerate--I don't mean consortium--I mean a conglomerate got this. Litton Industries, I think it was. Litton Industries. They got this grant. You know what they did? They turned right around and recruited from the same source that we did, teachers that we had found. They gave them half the salaries.

That's what happened. That's what I mean by an absence of virtue in such a situation. As far as I'm concerned, it was an absence of virtue. An absence of virtue on the part of many people. You get used to this, but nevertheless, it doesn't encourage you to think that what happened in Rio de Janeiro [at the UN environmental conference] last week is more than just words, words, words. What did Cleopatra say? "He words me, girls." She said about Augustus Caesar, Octavian, as he was. [laughter]

Personnel and Politics in Detroit OEO Programs

Lage: Can you give me an example from Michigan of a Great Society program? Did you supervise the people who were brought on to the staff through the OEO grants?

Stern: Oh, yes, this was my responsibility.

Lage: Were there problems there?

Stern: There are always problems, but then you expect that there are always problems. The problems are one of negotiation. The problems are one of cheating on the part of this person, that person. The problems are the problems of inarticulate morality on the part of others who are doing a wonderful job and don't get support. I had several good people who were involved. Then I had several losers.

Lage: Did you recruit your own people?

Stern: Tried to, yes. I didn't have them as given, but in a sense, we were also in the hands of a relationship with community organizations, which really means you are involved in politics--that is to say, party politics, depending on the group that's in power in the county, the city and the state--which is totally

obvious and accepted. But you are also involved in the intimate politics of too many local organizations that you don't know intimately. So you make mistakes that way. You're bound to make mistakes.

Most of this program was connected, obviously, with black Detroiters. Most of it was literacy education and community development, training people to be participants. I will say about black Detroiters that they learned pretty fast. They didn't have to learn because everybody has a natural instinct to negotiate for himself.

Lage: You trained in literacy. What was the training in participation?

Stern: You're training in democratic procedures. This is an elaboration on the simplicity of Robert's Rules of Orders. How does government work and how do you get your share?

##

Stern: The whole thing, of course, was looked at with a certain kind of uneasiness by people in power, as you would expect. Yet, with more or less gracefulness, I think, more or less awareness, more of the sense that we are moving into a different phase of history. That which we now see and don't often enough comment on: the effectiveness of black city mayors in dealing with almost impossible situations, in which they have been deprived by the flight to the white suburbs of an important tax base--the flight of both individuals and the flight of industry to the suburbs. You know, planning is one of those odd words which everybody does give support to but doesn't really pay that much attention to. But how do you enforce planning that would create a balanced and effective community? It's very difficult and very depressing. You keep at it and you hope for the best.

Commanding a Rearguard Action against De-Education

Stern: I have, for many years, regarded the work I've done as really in one way a steady rearguard action. I may have said this before; I'm not sure. A steady rearguard action. If you think of it in metaphoric terms, the war against ignorance is never won. It ebbs and flows from one generation to another. People in education and particularly continuing education are really both the avant-garde, the advance guard, and the rear guard at that same time. They are breaking new territory. At the same time, we're trying to protect

the whole society from falling into a pattern of what I would call de-education. Society is steadily de-educated.

Lage: What do you mean by de-educated?

Stern: Well, it's sort of a version of the second law of thermodynamics. We're always falling apart. The progression to old age is that. You fall apart. You don't remember the names you think you should remember, so on and so forth. The society as a whole is this way. The steady diet of patter I hear about me, which I'm afraid I think I agree with, alas, is that the younger generation isn't as culturally literate, let alone functionally literate, as the previous generation. I confess I have to agree.

But then that's against standards which I have measured. I'm sure the generation previous to my own said much the same thing. God, they don't teach them how to parse sentences. That's my complaint. But even when I was going to school that was thought to be not very chic. You weren't supposed to parse sentences in a high school class. But the previous generation really parsed sentences like crazy. When I see people in their forties, in their thirties, who have at least a bachelor's degree or an MBA, who don't write good English, I confess that I get depressed by it. I argue that we are engaged in a rearguard action to protect the society from the kind of disintegration which is a natural force. Education is a social force to prevent a natural activity of disintegration.

Lage: That's an interesting concept.

Stern: As well as trying, by intuition, largely, because I don't think it is a matter of planning, to develop new programs; that's the secondary step. I thought of a new program the other day. Why did I think of it? It came out of the blue. I thought of a program. We should be doing a program based in IGS [Institute of Governmental Studies] where I now work and with Extension, in all probability, for "wannabe" legislators. I think this is a good idea. People want to be legislators now. You've got arbitrary limits on terms coming along. It's apparently not going to stop. So there will be lots of people, particularly people who belong to single-agenda, activist organizations who will consent to be legislators, for no other reason than that now it seems to be developing a certain kind of structure where it will be sanctionable, not only to go into politics and stay there, but to go into politics and then move out of politics. You begin to see a trend line which prompts you to think that there is a great opportunity to deal with a lot of people who think they want to be legislators. They'll find out that they don't, particularly, but in the process that which in my view has been seriously neglected

for dozens of years--civic education, political education, education which is crucial to the ongoing society--will be reinforced.

It's the same thing as teaching people writing. If people take a writing class, not many of them learn how to write but a lot of them learn how to read. In this case, some of them will struggle to be elected, and they'll succeed, and some of them won't. Lots of them won't even bother but they go through a course of study, and they'll learn something about their country's government. They'll learn something about the way in which a state government works, the way a county government works.

I've discovered that you can't really proceed directly to that target and say, "We're going to teach you." You can do it in a sixth-grade civics class and you are going to do a lousy job of it because by and large the children groan because they have been conditioned socially to think that this is not something important. Sometimes, with good teaching, it works. If you go around the barn a little bit and come at it from the oblique, maybe you can persuade them that this is what it's all about. Getting elected and voting.

Thoughts on Civic Education and Politics

Stern: For instance, although I disapprove of Ross Perot as a presidential candidate, I don't disapprove at all of people who want to work for him if they are not know-nothings. If they really think that they are expressing dissatisfaction, they'll learn something about politics. Whether they succeed in getting Mr. Perot elected or not, which I doubt and I hope I'm right too, because I don't want him to be elected. I think he's a great mistake, but certainly the motivation of the people who support him is to be encouraged.

Lage: He's bringing a lot of people who haven't been involved into the tent.

Stern: It's to be encouraged but also, to me, it reveals a tremendous failure of civic education before this. The fact of the matter being that if we had decent civic education, there would be more experience in thinking about his candidacy. We would wonder about the whole process which we are now clawing at and denigrating and arguing, "It hasn't worked. It's bad." Well, it hasn't worked. Are the reasons it hasn't worked because of the people involved? I don't know what the reasons are. This is not a time to go into that. But I do know that to me, a very significant reason why it

hasn't worked is because of the immense, almost catastrophic failure of civic education in the elementary and the high schools, to say nothing of the collegiate experience.

I just have a deep down feeling that we have an atomized society in which the understanding of the democratic process has really deteriorated so much that for the first time in my life, and it's of reasonable length at this point, I say I'm worried about my country, and I have to do something about it, more than I've been doing lately. Instead of just voting, I think I have to say to myself whom do I support at this point, and support a few people who, in my book, should be supported. Some of them even if I don't like them particularly I'm going to vote for, simply because I think they are better than the other people. I've gone through this before. I went through my "neither for president" phase back in 1960 when I put a bumper sticker on my car that said, "Neither for President." Mr. Nixon and Mr. Kennedy. I didn't want either one.

Lage: That was ahead of the time.

Stern: I didn't think well of either of them. That was my situation. Obviously I wouldn't think well of Mr. Nixon in terms of my basic attitude toward politics and society, but I also, alas, did not think well of Mr. Kennedy.

Lage: Has anything happened to change your mind on that?

Stern: I think he turned out a little bit better, but like Hamlet he would have done all right, as Fortinbras says at the very end, "he would have done well had he been put on." But he only lasted for three years so there you go. One cannot tell. Camelot is an illusion, and it was an illusion for King Arthur as well. It's to be regretted, quite apart from the absolute horror of the event, that we couldn't see "what if."

Well, at this point, although I didn't vote for him in 1960, I'm not all sure that, as events were turning out, I might not have voted for him in 1964. But hell, I can be wrong, as well as a few million other people.

Cultural Education with the Detroit Art Institute

Lage: Sure. Let's see, we need to get back to Michigan.

Stern: We got off Michigan, but we're back in Michigan with teachers and so on. That, of course, was a fairly important part of the program in continuing education, teachers. But there were lots of other things. There was a general cultural program which was very feeble. I tried to beef it up and was moderately successful in beefing it up by relations with the Detroit Art Institute and the Detroit Historical Museum.

Lage: Did that serve mainly the white community or was there integrated--.

Stern: The Art Institute was reasonably well integrated except that there was a very small minority of middle class black people who were just at that point making serious efforts to do things of that kind. They were doing quite good programs, which for as conservative an institution as the DIA, was really quite remarkable. As a matter of fact, it was really done pretty much under the impulse of my second wife, who was curator of education. She wasn't my wife at that point, but she became my wife. [Virginia Harriman Stern]

Lage: Curator of education at the Detroit Institute?

Stern: At the Detroit Institute of Arts, and she was doing really quite elegant programs of a street art kind, lining up the whole bottom floor, unused space next to the cafeterias and so on, with a variety of popular exhibitions which really invited a whole bunch of people in so that the Detroit Art Institute began to be much more of a popular establishment than it was. Typically, the only way in which it had become popular before that was chattering school children walking through. But now adults were coming in. It really worked.

But we did various things. We started a program called "Civilization," a program typical of what you'd have now in adult education. A matter of fact, I went to England; this was about, I guess, 1969. My daughter was back in England, and I was there, really, because she was in the hospital, and I was there for a long time. I was staying at one of those clubs, the Constitutional Club on St. James's Street. I got a call from Ginny at the Art Institute asking me to check with Kenneth Clark to see whether we could pick up his tapes and would he come to lecture for our class on "Civilization." So I wrote him a letter, and Sir Kenneth, as he then was--. I always admire this. The English do this. They write back immediately. Three days later, I got a letter back from him saying, so sorry, he couldn't do it, etc., because he was committed, and also the tapes were committed to Time/Life. I made him a good offer; he said that. English types in those years were pretty poverty-stricken so you could get people to do rather imposing things for a relatively small amount of money.

Lage: You wanted him to come--?

Stern: Come to the Art Institute and do a commentary.

Lage: The tapes were a TV movie?

Stern: Yes. As I discovered then, this was in the process of negotiation. They were being made available by the BBC. They were very popular at the time. They were really very much a kind of--dare I use the word?--kitsch artifact. Really, if you were a cultivated person, this was something you had to see. It's the general American, self-improvement approach. Let me not knock it because I've earned my living from it for so long.

Lage: Right.

Stern: But it does smack a little bit of the superficial, shall we say. So we negotiated. Then the next year, we had to do this and pay a lot of money for it. I mean, a lot of money.

Lage: Through Time/Life?

Stern: Through Time/Life. As a matter of fact, I think we paid, and it was a heavy price at that time, particularly for a small outfit, \$6,000 for these videotapes. Then we put them on.

Lage: Did Kenneth Clark come?

Stern: No, he didn't come. He had narrated the whole thing. He did a wonderful job. He was very impressive, no question. But I wasn't happy with it. So while most people around the country just put them on, I said the hell with that. I'm an educator; I'm not just an impresario, a screener of other people's work. I'm not doing travel films or art films. So we arranged to have a commentary by members of the professoriate at Wayne State, and at the University of Michigan, and anybody who we could find as an authority figure on the various periods. Clark did this in a conventional way, as a narration which went on in chronological sequence.

I well remember two things. I remember a professor of English who arrived late. He was coming from Ann Arbor, and I guess there was ice on the road. As he came down the aisle he started in, in a loud voice. He was a good teacher. In a loud voice, he said, "Kenneth Clark is wrong about Hamlet." [laughs] That was one thing I remember.

But the other memory I have was even more striking in this regard. What I wanted to do was get the audience--there were 450 of them, so we made back our money--I wanted them to get a sense

that they weren't just looking passively at this stuff, but that there was an argument that could be made with it. One of the commentators, I remember, was a young assistant professor of history. He gave the conversation, I think, on--I guess it was--the 10th or 11th century. The high water mark of this period, this great artifact that Clark produced was an old ivory cross, which he said was the high water mark of the art of the Middle Ages. I don't remember where it came from, somewhere in France, as I recall. It was the important artifact, that's the word he used, of civilization. Civilization, mind you, of the 11th century.

This young associate professor of history said, "Well, you know, you could make an argument about that. My own view is that the iron-tongue plow, which was invented along about that time, was far more important because it provided a lot more food for European peasants." It added to life. That, of course, is one side of civilization. Maybe there is a technological base for civilization. Maybe the sewer system that the Romans invented those years ago, maybe the Cloaca Maxima was more important than a lot of other things that can be claimed aesthetically for the durability of a civilization and a society.

Maybe the same thing is true about our own society. Maybe sanitary engineering has its important role to play, as well as people in Hollywood.

Lage: Were you satisfied with the way that program turned out?

Stern: Oh yes.

Lage: Did people become engaged?

Stern: Yes, they became engaged, and they learned a lot more than they would have if they just looked at the film.

Lage: Which you could do on your own television.

Stern: No, you couldn't. Not then. It was done on television afterwards. First, in terms of getting the last buck out of this, Time/Life managed, as I recall, to get a monopoly on distribution. It was more than twenty years ago, but my recollection was that it was done at a fixed time just about the same time. Everybody was fascinated by it. It was extremely good. It was beautifully done. It was one of the very first of these long series of a cultural character done on PBS, which wasn't yet PBS.

That was the kind of activity that I sought to develop to bail out my shop. We did them also in Ann Arbor. We did them in various places--Ypsilanti, where Eastern Michigan University is

located. And then also I tried to spread it around the community, to give courses both in and out of Detroit. I even grudgingly--no, it wasn't grudging; I could make a few bucks with them--I did courses in rich suburbs, Grosse Pointe and Birmingham and so on.

It was a very difficult program to maintain. We didn't have really enough people to do it properly. We didn't have enough income to do it properly. You have no leeway; you did the best you could but you had no leeway.

Some Reflections on Programming: Death and Dying and Other Touchy-Feely Courses

Lage: What did you learn there that you took to your next experience here at Berkeley?

Stern: Well, I learned the nature of how to conduct programs outside a great metropolis, which is New York. There is no other metropolis in the country in which you could do the kind of programming on the basis that we did it in New York. You had to discover other ways to handle problems. You had to be much more adroit in adaptation. I remember doing a program there in Detroit, a large program again. I was looking for large programs. I was really looking for periodic programs, which I was never able to develop.

Lage: What's a periodic program?

Stern: A periodic program is one which covers the same general territory but which has new information of importance to people on a year-by-year basis. Periodic could be done on a week-by-week basis too, and we've done that here as well. We did a month-by-month program in asbestos removal here. But I remember, during the Detroit riots I had a visit from Glen Burch, who was then director of Extension at UC Davis. Glen was an old friend whom I knew from the Fund for Adult Education. We were sitting around making conversation and drinking because he couldn't get home because of the fires. I finally had to call the cops to take him back to his hotel, four policeman armed with shotguns, every one of them, because the city was burning all around us. I was on the ninth floor. We had an apartment on the ninth floor looking out over the city.

Lage: You were right in the downtown.

Stern: Yes. You could count twenty-one fires burning, big fires, not little ones, big ones. The city was burning. We had to wait. The cops couldn't come. They didn't get there until about one o'clock.

But meantime, we were making conversation. We were talking about many things. He told me about a program he'd done on a weekly basis in Davis on death and dying. He said, "I had different speakers and from week to week there would be variations, but the least number I got was 500 people, and the most I got, for Margaret Mead, was 1200." I said, "Oh boy, I'll do that." So we did. We modified it into a weekend program, in Detroit. We had to spell it out differently. People in California, even in Davis, are used to paying more for what they get. But even so, we had something just short of 300 people for this for a three-day intensive program, complete with tears at the end. People joining hands. After all, we were dealing with death, dying, mourning, etc.

That's the way ideas get around. Always copy when you can. A good idea is worth copying, isn't it? There is no test of originality. You don't have to be original. It's nice to be original and to think that you have that streak in you. But in addition, for God's sakes, pick up a good idea and milk it. That's the kind of thing that goes on.

This was the first time since Victorian times, I guess, that the issues of death and dying had emerged, back at the end of the sixties and early seventies, as a theme which you could deal with in other than hushed tones. It was an important subject to deal with and ideally suited to development in a university program.

Lage: What kind of people came to that program?

Stern: Essentially middle-class people who either had older parents, who had lost people, who had lost children, who were losing children. People die all the time, so lots of people want to cope with this. Remember, this was an open time when you were supposed to come to terms with your feelings. Remember, this was the sixties, touchy-feely.

Lage: So were you getting a little into psychotherapy in your continuing education--?

Stern: Yes. This was the period of the great development that we call colloquially touchy-feelies, programs which develop psychological themes, and I think sometimes in rather too arch or too exploitative a way. There still are some. I hope that I've kept out some of the more extreme versions of idiocy that can be developed in this situation. But these were the times of the thriving Esalen Institute.

Lage: And that made its impact on the university program?

Stern: Oh, it made a major impact. This was a very important part of programming. There are ebbs and flows in the kinds of programming that are popular among an educated middle-class audience. This was the time of interest in self. Christopher Lasch about eight or ten years ago did a book on narcissism [The Culture of Narcissism: American Life in an Age of Diminishing Expectations, 1979]. I thought to myself, big deal. We were dealing with this stuff fifteen years ago. As a matter of fact, we almost phased it out because we didn't have an audience for it. What is the avant-garde? What is the advance guard?

Same thing I was telling these people the other day in Regina in Canada. You were doing this thirty and forty years ago. You don't have to criticize yourself for not doing anything now. Now is the time to refine it and do those things which make sense and then move on to other things that are important and will anticipate the future.

Lage: This touchy-feely trend, if we can call it that, did you feel that you were--?

Stern: We can call it that.

Lage: [laughter] Did you feel that you were in the avant-garde on that trend, or were Esalen and Synanon and others the leading edge?

Stern: Esalen Institute really pioneered this. But, even as early as the early fifties we were doing things in this field but not in so direct a fashion. Psychotherapy was called psychotherapy. We did courses in the philosophy of life which were obviously derivative of the whole field of philosophy in a much more academic sense.

But we moved over to courses which dealt with psychoanalysis. It was very popular, but obviously it goes to a limited and much more educated group, much less popularly educated group, if you like. They were well educated. That was as early as the late forties and early fifties. I think that Esalen obviously capitalized and moved into this--I am by no means critical; I'm a great admirer of Michael Murphy--in an exploitative way. I say this in the best possible sense. Because this achieved a certain popularity, they were able to move in on the territory. Because the circumstances, really a picturesque quality and slightly prurient interest in it--you know, bathing naked and common sex in hot tubs, that will give you a big popularity rate.

Lage: Were you able to duplicate any of that?

Stern: Well, you know. I remember back in the early fifties at NYU, we were doing courses in which we were talking about Wilhelm Reich's

orgone box. Believe me, that's avant-garde. The problem with dealing with avant-garde stuff is to be avant-garde yes, be even more avant garde, but not too avant-garde if you want to get an audience. What I think I've said is that you take the big wave in. You look and you take the big wave in. But you've got to have an audience. I think the last time we spoke about the issue of marketing.

Lage: Yes.

Stern: The same thing applies, try it out, see if it goes and take your chances. Remember, you are the avant-garde. That means you have a certain license to be. You also have to struggle to understand how in the context of institutional standards and institutional mores, faculty attitudes, how much license you have to do this and what you think about it.

Academic Freedom and Responsibility in Programming

Stern: My own position is slightly more than moderate. I'm not dedicated to being extreme. I don't get any psychological kicks from it. My psychological kicks come from having a lot of people want what you have. But I won't go to the point of being ridiculous and trying to grab off publicity beyond a reasonable extent. You may say, what's a reasonable extent? It's a judgment call. You make it yourself.

Lage: How well do you supervise this new course? You get the idea for the course. Then you bring in a teacher, I'm assuming.

Stern: That's right. Or you get a whole group of lecturers.

Lage: Who kind of rides herd on this new course?

Stern: Programmers do. In a large program, the dean doesn't have the time to pay attention. But if it is a small program, you get involved yourself in programming. You must.

Lage: I would think that in this type of programming, there would even be issues of patching people up psychologically after they leave the class.

##

Stern: That's a question of responsibility, moral responsibility. I think that is very tricky.

Lage: Do the programmers think of these things?

Stern: They damn well better. This is their responsibility. They know that. If they don't know that at first because they are young and enthusiastic, you tell them. I don't hesitate to tell them. I'm not a shirtsleeve democrat in my administrative behavior. I tell people, "You can't do that." Academic freedom in the classroom is something else from conducting a program of this kind in which you are directly responsible to express the position of a university. You have that responsibility. You have academic responsibility. Academic responsibility in this case has to be expressed. The freedom is that which a teacher has when you sign a contract with him to teach in a classroom. I think that's true.

You choose as carefully as you can, obviously. But again, you are bound to make small or large mistakes. You are bound to have problems that emerge. One of the problems that you have to contend with is the disturbed person in a classroom, for that matter. Then if you are dealing with issues that involve problems of emotional upset, my God, you have a very keen responsibility. You have a very significant responsibility in something like death and dying. How do you deal with suicide in such a situation? These are very, very touchy things.

For instance, how do you deal with those issues where people belong to what I think of at least as fringe and sometimes slightly screwy belief patterns, like scientology. Suppose you have a teacher who turns out to be a scientologist. It happened right here.

Lage: It happened on this--?

Stern: Oh yes. I want to tell you. This gets to be a really serious problem, and then he argues academic freedom. But he has a pixilated view of the way life works. We all have pixilated views but some of us are more pixilated than others, shall we say. If you are that extremely pixilated, you are cutting across a common pattern of understanding, of toleration in the community. I think myself that an institution has a responsibility to give room to discuss these things but not to impose upon a class somebody who has a profound belief system which he would develop in a classroom. I don't think that's fair to students.

How can you protect students and achieve a degree of objectivity in the classroom? This seems to me to be a central problem of administration. It's a central problem if you like, but it's not that difficult to handle. I take that back--it's very difficult to handle if you are not willing to handle it by being rigidly prohibitive. And that you can't do.

Lage: Is that the way you handled the scientologist?

Stern: In dealing with the scientologist, no, I wasn't rigidly prohibitive. I raised the question of how he was dealing with material in the classroom. I said, "Look, we have these reports from students."

Lage: Was this during the course of his first class?

Stern: Not first class, but about three classes in. So his argument was-- he was perfectly otherwise rational kind of being. I hope no scientologists listen to this and bristle at me. But they probably will. So what. I'll be dead by then. I think that that kind of problem has occurred right through. Wherever I've been, this is a steady problem. It takes a great deal of time. It's what occupies administrative time. It's what they get paid for, to deal with the unusual. The usual takes care of itself, but I don't have to have a usual program in this field. You can't afford it. Therefore you have to take--.

You're walking a tight edge there. You want to be sure that people get all the possibility of adventure that they can, that teachers are given their freedoms. But you have a responsibility. You don't want to submit a group of people to the kind of eccentricity that can happen if it's unsupervised. Now, supervision consists of choice in the first place. You're a shepherd. You're responsible for all the sheep, not just one who falls over the cliff.

Lage: Did someone sit in on that scientologist's class, then?

Stern: Yes. We told him we were going to do so. You don't just do it. You don't spy on teachers. You tell them why you are doing it too.

Lage: How did it work out?

Stern: It worked out. We didn't hire him the second year. As I recall. We may have because maybe it worked out. I can't remember. The issue is one of judgment calls. You make mistakes. I hope that I've erred more times in the direction of liberalism rather than conservatism, but I'm essentially conserving, I must say, when it comes to the nature of the program that we do. I've discovered that I am. I used to have the belief that I was really very bold. I discovered I wasn't that bold.

Lage: When did you discover that?

Stern: I discovered that probably some time after I had been in the field for about twelve or thirteen years. I was about forty when I

discovered that circumstances required me, my own belief system required me, not to argue that I'm developing a program which endorses rebellion because a program of education in my view cannot endorse rebellion. That's politics; that's not education. It's entirely possible that somebody can go through a program of education and become a rebel as a consequence of that education. But I do not believe in direct indoctrination. I do not believe that.

Lage: Were there pressures in those directions? Especially during times of social turmoil, I would think.

Stern: You definitely had pressures during the McCarthy time. Indeed, you hoped that you weren't being passively responsive to that kind of pressure.

Lage: What about pressure on the other side, say during the turmoil of the late sixties?

Stern: Oh yes. You were accused of being ultra-conservative. This is always the way it goes. But going with the flow, it wasn't that serious. How shall I put it? There are all kinds of positions that one can take. If you take the position of social activism of a radical kind, of a left-wing radical kind, I think that you can commit yourself to a program and you can develop it in an urban area. You can get support and eventually it will fail. If you do that on the right wing, the same thing will happen.

But if you are dealing with institutionally-based education, and that's what we have, institutionally-based education, its motivation derives from the institutional contest, from the explicit purposes of the institution, but even more than that from the background in which the institution functions. If you do it that way in a democratic society, it seems to me that you have an obligation toward disinterest, toward objectivity of presentation. You can, not only can, you must, make presentations of points of view which differ and would be unpopular with established authority. You have an obligation to do that. But you do not have the obligation, in fact, you don't have any obligation to promote a particular point of view in politics or a social point of view at the expense of others. I don't think that is the function of an institutionally-based school.

A school which is not institutionally-based, that is to say, which is self-supporting, look, this is a free society, and if you want to set up such a school and you say I'll make a buck out of this or I'll waste my money on it or I'll spend my money on it, sure, go ahead, that's your right. But if you're dealing with a public institution or, in the United States, with what is called

laughingly a private university--there is no such thing, really--it seems to me you have an obligation of an institutional character. You are a civil servant. Even in a private university, you have that responsibility, I think.

Conventionally, in the United States today, you take a middle-of-the-road position, if you like, which is skewed in the opposite direction.

Lage: You'll have to explain that one.

Stern: I mean that if you were dealing with a conservative situation, you skew it in the other direction. If you are dealing in a liberal or a radical direction, you skew it the other way, because that's your obligation, to get all points of view. That's my position. Is that a fair position?

Lage: That seems very fair.

Difficulties of the Consortium Operation and OEO Programs in Detroit

Lage: What remains for us to discuss about Detroit?

Stern: That was a very complex situation. There is much to be said. I've discussed a little bit about the difficulties of a consortium. I've summarized that, haven't I?

Lage: Well, you haven't emphasized the difficulties.

Stern: Let me mention. The difficulties are, in the first place, you are going to get, as I did, a withdrawal from the consortium of Eastern Michigan University. Its president was concentrating on basketball. They had a good team, and they really spent a great deal of time on basketball. He wanted to keep the money. I don't think it amounted to more than \$30,000. But \$30,000 then is about probably \$100,000 today, isn't it? At least \$75,000. He didn't want to spend it. So he withdrew, and I was representing two universities, not three. That was for the last two years of my tenure.

Lage: It wasn't unhappiness with the program, just money?

Stern: Oh no. They weren't unhappy with the program at all, as a matter of fact. But I also think that they were feeling kind of cocky, not only the basketball team, which was pretty good, but also they

were emerging in this new role of being a university. They were the humblest of the three. Wayne State was kind of a straightforward, urban, working-class university. Ann Arbor, of course, the University of Michigan is a great research university, and a very good one, and obviously aristocratic in that sense. It's amazing to me the way faculty like to think of themselves as aristocrats. Education is, in the view of society historically, a slave occupation. It's wise to keep that in mind, fellows, is what I say.

I was asked in Regina, "What would you call yourself?" The question was asked to the whole group. There were five people on the platform: two speakers and three respondents. Would you call yourself an administrator, an educator, a social activist, or all a part of those three?"

A couple of answers were given; I was biding my time. I said, "I call myself an administrator. I wouldn't call myself an educator because that's a slave word." [laughter]

Lage: I wonder if they knew what you were getting at.

Stern: I told them. I think it's important to remember your roots. Your roots are in service, and that's what you should remember. It's not a bad occupation. It's a dignified occupation. I would hardly call it aristocratic, even at Oxford or Cambridge. The student body may be well-to-do, not at Oxford or Cambridge anymore.

So, the consortium difficulties--money; keeping relations with the body of the other schools; doing your own job without resources, because typically a consortium is not given resources and is put out there to become a presence which represents the established institutions, doesn't embarrass them, and on the contrary, rewards them by getting them publicity, proving how good they are and how devoted to public interest they are.

The difficulties were of making an activity without identity into one that had its own identity and at the same time, derived from the identity of the other institutions.

Lage: And reflected well on them.

Stern: Yes, and that's pretty complex, particularly if you are required to do on a funded basis all these programs for OEO, then your reputation cannot be catholic; it cannot be broad gauged. You're identified as dealing with literacy education, which for a university is a little troubling in terms of its sense of itself, and properly so, because literacy education is not the real job of a university or a university program. It's something that should

be carried on by other people in the educational arena. The differentiation of labor means that a university should train teachers to deal with illiteracy. Yes, I agree with that. But even that would be a little bit sniffed at by professors of sociology and economics, to say nothing of history and literature. But the university's role is not to deal directly with those students, because it's untidy if everybody does everything. An orderly society shouldn't conduct itself that way and in ordinary times it doesn't.

Lage: So you had almost two separate programs.

Stern: That's right. Dealing with the OEO programs--this was not something that was peculiar to the fact that this was a consortium enterprise, but rather because of the nature of a university-level enterprise--was difficult. Because people had that arbitrary respect for a university, which still exists; there is no question about that. People who don't know universities are more respectful of it than faculties are, who condescend to it, usually. That's not fair; I take that back.

Dealing with the program itself was difficult because I had to ride herd on cheats, and elevate nice people, and then deal with smarmy types who were Uriah Heeps, and also get told, "We'll get you, you white honky bastard."

Lage: Over these kinds of issues?

Stern: Over these issues, yes, because I had to be a disciplinarian. People didn't like that.

Lage: You say you had to deal with cheats. You had a problem of people just drawing their salary and not doing their job?

Stern: Damn right I did. You have to police that. I was well supported by my basic cadre.

Lage: The other people on your staff?

Stern: Yes.

Lage: Did you have a racially balanced staff?

Stern: Oh, it was basically black staff in that arena. It was balanced if you like, balanced by a few whites, but mostly black. It seemed to me much more suitable in that end of the program. In terms of the basic staff, I had black people and white people. It was pretty well balanced. We didn't have a big staff so I was "out in the

community" a good deal. I can tell you that. It was very delicate.

Lage: Was it trying?

Stern: I don't know if I was a bastard. I was certainly a white honkey, that is for sure. Was it trying?

Lage: It must have been.

Stern: It was pretty usual. As a matter of fact, I rather enjoyed it. I like people. I like to fight with people.

Lage: Conflict doesn't disturb you.

Stern: No, I kind of enjoy it. It doesn't make me nervous. It gets my adrenaline up. I get combative, and sometimes I get too combative, which I have sought over the last thirty years to reduce, but I don't mind it. As a matter of fact, it gets dull if there isn't some of it. I dislike dealing with people who cheat. That I dislike.

Lage: What kind of cheating went on?

Stern: Just as you said, people not doing their jobs, or not showing up for work at all. Part of the difficulty in that kind--.

Lage: These are the people hired as teachers?

Stern: Teachers probably worked out pretty well, teachers you can generally rely on. I'm talking about the heavy administrative cadre that enforcedly you put into place there because that's part of the feather-bedded way in which this worked. Remember, I said before that my basic objection to this setup was building a sub-welfare establishment. You were supporting people who had degrees and who, black or white, discovered jobs for themselves in this field, and then were little martinets. And also were goof-offs.

Lage: You had to have a large administrative--?

Stern: This was the charge, you see. They wanted to create jobs, but these were make-believe jobs; they weren't real jobs. They could have been real jobs; that was a weakness of the program. Good lord, if this falls into the hands of Mr. Dan Quayle, so be it. I will immediately say, Mr. Quayle, that I would still endorse that as a program of far higher quality than anything you and your representatives have managed to dredge up.

Lage: So these people could have been inventive and created a lot of new programs?

Stern: A matter of fact, some of them were very inventive in the way that they goofed off. My mouth dropped open sometimes to see how they handled themselves. It was really quite amusing in that way. I yield to no one in my admiration of people who are of genius.

That was a problem which beset that side of the program. Yet it didn't do a bad job; it did a pretty good job. Myself, I was disturbed that it didn't do a better job. I think some people were pleased that it did as good a job as it did. I wasn't. I was not happy with it. There was also the steady business, which is really so irritating, of dealing with the upper levels of administration with regard to that program.

Lage: Is this the university administration?

Stern: No, this is OEO. They had a hell of a lot of people who were superfluous and useless, and the whole matter of processing paper was ridiculous, absurd. It was inefficient in the extreme. I was used to a setup in which you hired people to do jobs. You didn't hire until you sort of almost had enough money to hire. Then you let that float for a while. As the program expanded, because these programs would expand and expand and expand, you hired more. Only rarely did you have to cut back.

But always you did this on the basis of function. You didn't do it on the basis of people needing a job. You didn't do it on that basis at all. I said before, I think, that America is a feather-bedded country. Damn it all, I'll tell you this. Continuing education programs by and large are not feather-bedded. They can't afford to be. They are self-sustaining and self-supporting.

Lage: Did the university look in on these programs, or were you left pretty much on your own?

Stern: Pretty much on my own. I reported to my principals. I gave them all the information they wanted, and they didn't bother me; they trusted me. That was, I think, very salutary. I had no intrusion from the institution, no intrusion at all.

Lage: But you say the consortium was a difficult situation. Was it just because of the--

Stern: Because of the way it was funded and financed, but I think the major thing that should be said about the difficulty of the consortium is the manner of identity and durability. A consortium

at a given point achieves its own identity. It can function for a long time with that unless the sponsors are disturbed that its identity is intruding on them. Remind me when we get to Berkeley to talk about the Western Consortium for Public Health, of which I was a board member and treasurer, secretary, vice-president, for years and years. So many years. It started in 1975. That's a really significant consortium experience. It's still in existence. It does, in its terms, a good job, but I will be frank on this tape to say that what I think one should be aware of in its development. [See page 210.]

Lage: Was this problem of a separate identity a difficulty in Detroit, then, with this consortium?

Stern: No, the difficulty there was imposed on me at the outset because of the limited mandate I had. I wasn't allowed to develop programs completely across the board. I didn't have any credit programs, for example. It was a difficult situation. It wasn't a lose-lose situation, but it was difficult because the issue of money really becomes crucial.

Lage: And not being able to offer credit limited your ability to be self-sustaining?

Stern: That's right. That's one element. The other element was the nature of the community, which was not driven to education. So you had that as a situation.

Also, in the University of Michigan, I was in a department which had its own identity as adult and continuing education.

Lage: Was that in the school of education?

Stern: In the school of education, the graduate faculty of education.

Lage: Did you teach classes?

Stern: I didn't do much teaching because I was an administrator, but I was faithful to the department. I did teach one class. Another one didn't get any enrollment so I didn't teach it. Sigh of relief. I didn't have to teach it. But I supervised a few graduate students; over those years I managed to deal with about eight or ten graduate students. Some of them did pretty well.

The Department of Higher and Continuing Education at the University of Michigan

Stern: The department then joined together with the Higher Education Department. It's still a pretty good department. As a matter of fact, the reason I came to Berkeley was that I was, in a major way, instrumental in getting my predecessor here at Berkeley, Morton Gordon, to come to the University of Michigan. Several of us wanted him to come because we had a very difficult problem of collegiality in this department. I remember the dean of the school of education asking me--this was Wilbur Cohen, earlier the Secretary of Health, Education and Welfare, you may remember. He said, "Why do you want Gordon to come here?" I said, "Because he's a mean character. He's the only one I can think of who has enough stuff to bring these types to heel." "Will you put that on paper?" I said, "Yes, I'll put it on paper." So I put it on paper.

Lage: And he was responsive to that?

Stern: He was responsive to that.

Lage: What were the problems that had to be brought to heel?

Stern: A man has graduate students, and then he goes away for three months and makes no arrangements, and then doesn't see them when he comes back! Inavailability--this is terrible. This insulting behavior, typical all too frequently, but this was an extreme example in the case of two people. Also I think a degree of rigid approach to the problem of the students in question. Also, unwillingness to teach. This was really bad business. The department had a marvelous person in it, as its chief figure, who was Howard McClusky. Howard McClusky was the grand old man of adult education in the United States. He died about four or five years ago at the age of eighty-two. A great man. So, it had strength, you see. Howard was really a strong person, but at that point he didn't want to be chair. He didn't want to cope with this kind of problem. It wasn't his style. His style was to be a thinker type.

Well, I'm an administrator type, so when it came to that, I thought, "Who can do this job?" And I must say that Mort did a job. I remember we had a meeting about three months after he had got there.

Lage: You were still there at this time?

Stern: Yes. I was a member of the department for the next six or eight months before I went to Berkeley.

Lage: You took Gordon's old job?

Stern: When I took it, Mort said, "You're a Sicilian!" [laughter] Indeed, I left because they called me, and I had no option. I'm telling tales out of school; I'll tell you what the story was.

What Gordon did was really--you have to see Mort Gordon to see what a menacing figure he actually looks like. He has one of those heavy faces with a permanent scowl. And he just read the riot act to them, and they just shrunk up into themselves. They went off into a department by themselves. They wouldn't work with him.

Lage: What department did they create?

Stern: I don't remember its name. That can happen in a school.

Lage: That's when you begin to wonder about tenure.

Stern: That's when you begin to wonder about tenure and you begin to wonder about how you deal with anarchs. How do you deal with faculty who want to go their own way? It's very difficult. But it began to settle down, and as I say, I left after a bit.

Review of Michigan's Decentralized Provision for Continuing Education

Stern: I had become a candidate for a new job at Michigan, which was a superdeanship, or what, associate vice-president for continuing education. Something like that. The director of the extension service at Ann Arbor, at the University of Michigan, was retiring. He having been there for something like twenty years as the director, there happened what so often happens: a committee was appointed to, "Let's see where we stand, and find out whether or not this unit is doing its job and how we move," and so on and so forth.

Now, it has to be understood that the University of Michigan had, and has, a decentralized provision of continuing education. Let me repeat briefly what a decentralized provision is. Simply put, it really means that every school in the institution and a few other offices that want to can at will set up programs of continuing education without much supervision. Indeed, the University of Michigan had something like thirty-eight separate

offices which provided continuing education, in addition to the extension service.

They were done under all kinds of auspices. There were two of them in the School of Business. The College of Engineering did its own. Law did its own and didn't even report to the law school. Then you had fireman training. You had a whole range of things.

Lage: How did your program fit into this?

Stern: I reported to the graduate dean, remember?

Lage: Yes. That's what I'm not understanding. Why didn't you report to the dean of extension?

Stern: They wanted me to report to the graduate dean.

Lage: What did the dean of extension supervise?

Stern: The director of extension. He supervised extension. [laughter]

Lage: So there was an extension program aside from yours.

Stern: Oh, yes. It had twenty-three thousand students.

Lage: It gave credit.

Stern: Yes, it gave credit, and it did lots of conferences and institutes. It was organized in the classically traditional mode of extension services. It had a department of correspondence education, a department of extended credit education--across the state, as a matter of fact. It had a department of conferences and institutes. It probably had a nascent, emerging department of media/television, radio, etc. I can't remember exactly, but with more or less similarity throughout the country, in those years you had extension arms, typically out of land-grant institutions, doing that sort of thing in that sort of organizational structure.

Lage: Why did they feel need for the consortium that you developed?

Stern: Because they felt they weren't serving the city of Detroit, and they weren't.

Lage: I see, and the seven counties. This extension program was Ann Arbor-based?

Stern: This program came out of Ann Arbor, yes. I had no responsibility for Washtenaw County where Ann Arbor is, no responsibility for anything like a statewide program of graduate education, which they

did and did quite well. It was a good program; it had about 5,000 or 6,000 students across the state. And that was the extension service.

I was used to a different form of organization because, while that has served the public and land-grant institutions, it didn't serve a school like mine at NYU. Indeed, even that tiny program I had in Detroit--we had maybe twelve thousand students--it didn't serve us. There, an organization which was functioning in a newer sense was necessary, the newer sense being broader fields of knowledge in which you would have programmers who were more or less familiar with these broad fields and would program in them. That, indeed, is what we have in Berkeley. That's what we had at NYU. That's what has become much more prominent in the larger research establishments.

And so this committee was formed under the directorship of a quite distinguished man, Bill Haber, who had been dean at the Literary College at Ann Arbor. He had just sort of semi-retired and was assistant to the president, something like that. He organized this committee; I was his first witness. It was a quite distinguished faculty committee. I said, "You are only looking at extension. What you ought to do is look at continuing education in this whole university. You will discover there are at least twice as many students as you are prepared to think about. You don't even know how much money you're spending on it or how much money comes in. Nobody knows, because you don't keep central records of this. Granted that every year or so, there is a meeting of all these types. It's a perfectly nominal situation. It's only done because the director of extension wants people to know that everybody is doing something. That's all that happens.

They said, "Twice as many? No, we can't believe it." I said, "Believe me. Just think, you have 5700 students in the law institute, don't you?" Suddenly, they took account of this, and they said, "Yes, maybe we ought to look around." So they did. Lo and behold, within two months they discovered not twice but three times as many students. They had 70,000 students, including the 23,000 in extension. They had 70,000 students, and they were spending \$12 million instead of the \$2.4 million they were spending in extension.

My recommendation was, I said, "What you really need is a coordinator in the president's office who has to have some responsibility. You need a superdean who will function to at least inform the president's office, and the academic vice-president, so you can direct policy from a central position. If you don't do that, you're wasting resources. In the first place, you have duplications all over the place. You have a staff created in all

these places. You have no sense at all of knowing what kind of money is being spent on it that should be spent on other things, and so."

Job Candidate at Ann Arbor and Berkeley

Stern: So they decided they would recommend that. They did recommend it. That was in '69. By '70, the recommendations stood, and they recruited, and I was a candidate for this great job. I thought, "Oh boy, now I can move on to be a superdean." I was one of two surviving candidates. Gordon said to me, "You wear these outlandish clothes, and you look like a radical but you're very conservative, whereas the other guy looks like a banker, and he's a radical." The choice was between us two. I've forgotten the other guy's name, but he was out of the University of Wisconsin. (I never thought of myself as conservative. I was a little bit hurt by that.)

So we were the two survivors. The president interviewed us; I spent an hour with him. I was interviewed by a couple of other types. Robben Fleming was the president of the University of Michigan. At the same time, I got a call from here [UC Berkeley]. I said, "You don't want me; I don't have a doctorate." This was Bob Connick, the vice chancellor. He said, "Well, we need a businessman, and you have that reputation."

I said, "Okay, I'll visit." So I came out. I was interviewed up, down, and sideways by everybody and his sister.

Lage: Academic types?

Stern: Oh yes. I spent three hours with the Academic Senate Committee on Extension. Sheldon Margen was then the chair of the committee. We had a good time. I didn't care because I thought, I have the job back home. I'll just treat this like "take it or leave it, fellows." I used that line about, academics think of themselves as aristocrats, but they are not really. After all, what are our roots? Most of us come from working-class and lower-middle-class origins. We're just so pleased to be in a university; we've upgraded ourselves. The worst department in this case is the English department.

Lage: You said this in your interview?

Stern: I said, "Gee, I hope there is nobody here from the English department." Two guys raised their hands, but both of them had beards so I knew I was okay. [laughter]

I went back to Michigan, and I just hung around. I went to Europe, came back, about a month and a half passed. I got a letter from Roger Heyns, the chancellor. He was coming back to Michigan, as a matter of fact, to the psychology department, and also to the higher education department, which by now we had become. He had said, "I'll see you back there if you don't get an offer here." But he wrote me a letter and said, "We decided on you. Come ahead." I thought, gee whiz, that's great. I called Robben Fleming, and I said, "Look, I have this offer from Roger Heyns. I'm under some pressure to give him an answer." He chuckled and he said, "I'll give you an answer in two days, forty-eight hours."

So I called my spy in the president's office, and I said, "Tell me, what's the score? What are they going to do?" He said, "I'll call you back in a half an hour." He did call me back in a half an hour and he whispered, "Take the job. They are not going to appoint anybody."

They left the situation decentralized, which was a grave error. They didn't create the superdean. I discovered later that, as I suspected, it was because of pressure from all these little units who didn't want to be upset or be under anybody's supervision, particularly from the Towsley Center, in medicine. Dr. Towsley was its director. Dr. Towsley had a wife who had just given \$6 million to that center. [laughter] So they decided, under that pressure, which was supported by the business vice-president, Mr. Pierpont, that they wouldn't appoint a superdean. They didn't, and they never did. Ultimately they wiped out the extension arm, effectively. From about eighty or ninety employees, it ended up a few years later with eight.

It was a perfectly absurd situation, and it still is. They still have a decentralized provision. Still the president's office there doesn't know what's happening in continuing education. It's a shocking situation in reality.

So I left Michigan, and I came here.

Lage: If you had gotten that offer as superdean, is that what you would have taken?

Stern: I think I would have because I was familiar with the situation, I lived there, I had been there for five years, I liked Ann Arbor-- it's a lovely place to live. I liked it. It would have been very

pleasant. I think I would have. But it wasn't to be. So, with great good heart, I came West.

Lage: That's a great place to stop today. I think we'll elaborate on that next time.

VII DEAN OF UNIVERSITY EXTENSION, UC BERKELEY, 1971-1991

[Interview 6: August 7, 1992] ##

Heat and Light

Lage: We're going to turn to your career in Berkeley today.

Stern: Yes. Well, I got to Berkeley on the hottest day of the year, in September of 1971, I remember. I think the hottest days ever in Berkeley. The temperature was 104 and 105, September 14 and 15, as I recall.

Lage: Very uncharacteristic.

Stern: Yes. Everybody said, "The weather is never this way," but then, that's standard. "Weather is never this way," is the standard attitude about the weather. I was here when I came to Berkeley the first time in April to be interviewed by assorted committees. It was very cold. I think it was early in April, and the temperature was in the low thirties and even high twenties overnight. So I wasn't dressed for it. I'd been led to believe that the weather was "not like this."

Anyway, when I got to Berkeley, I discovered that although I had tenure in Michigan, they wouldn't give me tenure here. I said, "Well, will you give me a contract?" Bob Connick, who was then vice chancellor, said, "Well, I'll check it out," and called me back some time later to say that, "We only give football coaches contracts." [laughter]

I said, "Well, give me an extra thousand bucks a year, and I'll take the job."

Lage: Was this after you already got here? Or after the discussion of April?

Stern: No, no. This was in April. Well, this was, I suppose, in May or something like that, when I finally took the job. And then I came here, as I say, in September.

Lage: What kind of an appointment was it? Did it have an academic component, as it did in Michigan?

Stern: No, it didn't. I was an administrator. It was kind of an anomaly, really. Berkeley, I think, probably properly, is reluctant to give any kind of professorial appointment to people whose essential job is administration. It has to do, of course, with the table of organization with FTEs [full time equivalents] and so on, but it also has to do with the assigned responsibilities that one has.

My own responsibilities, after all, were administrative, and indeed I had stopped teaching really, oh, ten years before that, back in the early sixties, because I couldn't keep up with the literature. I figured, well, you ought to be honest with yourself. You shouldn't go on teaching if you can't. My field was English literature, Shakespeare in particular, and I just couldn't keep up. There's a lot of tawdry, small stuff published on Shakespeare.

But in any case, I came, and I spent twenty years. It was a good time. The beginnings were just--I didn't really know what I was doing for a while.

Decentralization and the Value of Extension to the University

Lage: Was the administration of Extension decentralized by then?

Stern: Yes, the statewide institution was geographically decentralized when it came to the provision of continuing education. That had been accomplished, oh, maybe three, four years before. Until that time, Extension on a statewide, system-wide basis, still existed as a unified activity. But then there was some sort of revolt in the ranks of the then-directors of Extension on each campus. Paul Sheats, who was the university-wide dean of Extension and a few other things, I guess, accepted what had happened, namely that there was a necessity for division.

Lage: It happened all throughout the University.

Stern: It had happened before that in all other parts except Cooperative Extension, in agriculture. So it was logical to decentralize, I suppose. At the same time, I felt then and I have felt ever since, as a matter of fact, that a good deal was lost in the action of

decentralization. University Extension is a function of the University beyond instruction. It has a very important function of relationship to the community, to the whole state. It's important politically for the University to demonstrate that it's serving the state in ways which are unexpected.

And this has never been dramatized, no matter what representations I made myself, or caused to be made, to successive presidents. They always acknowledged that this was so, but [Presidents] Charles Hitch, David Saxon, David Gardner--none of them--responded to the obvious point that if you can show to the legislature and to the whole public that what you are providing is important public service, which results really from the quality of the academic performance, you've made a point which is crucial to the ongoing health of the institution--financial health, because people will then support you because you're proving that you are doing good.

I might add that you're also, in the case of the University of California Extension, doing good without costing the state anything in terms of money, and that in fact typically, all Extension units on each campus produce income for the campus. So that, fiscally, it makes great good sense to trumpet the fact that you're doing all this without costing anybody anything, and in fact, saving money for the institution and for the state.

Lage: So you were just asking that they spread the word.

Stern: Yes. My point was, and it's been made many times, but fruitlessly, is that when you have, as you have for instance today--we've had regularly between 300,000 and 400,000 people in Extension. Last year's count was 390,000 students in University Extension--

Lage: Statewide?

Stern: Statewide. And there were 60,000 at Berkeley. If you talk that up, if you do something about that, in terms of publicity, in terms of calling the attention of relevant professional communities to that fact, you will really do something very valuable for institutional support. But that, while given lip service as I say by everybody, if you like, never came to pass.

Lage: I understand that historically the Agricultural Extension has been a great source of support, when the rural areas dominated the state legislature.

Stern: Now these days, of course, that contribution is debated, and this may be because there's a lessening of, not the importance of agri-industry to the state, but I guess a lessening of impact, or

perhaps a contradictory impact in terms of the politicization of the activity. The issue of affirmative action--to what extent Ag Extension was living up to that requirement of the institution. And then of course, there's the basic contradiction between large producers and small family farming.

So Ag Extension, now decentralized these days to three campuses rather than all nine, is presently, I think, in some ways in worse shape than general Extension, simply because it really has more of a case to prove about its merits and its value to the whole society.

I don't think that Extension has to prove that any more, because of the fact that we're constantly being ripped off, if you like, by other schools inside the institution. We've proven our worth, our value--I don't mean fiscally, I mean really in terms of importance as an instructional unit. And that, I think, is a history which has come about in the last twenty years, during my tenure here, and that's throughout the system. It's not only at Berkeley, obviously. Extension has become more visibly useful to the institution. My own feeling is that that will continue, and when the faculty accepts this as a given, then we'll know that it has arrived.

Lage: Now, how has it become more visibly useful?

Stern: Well, I suppose the best way to prove it is not only that the public responds, but that the faculty responds. More and more, it's much easier to get support from the faculty to do programming, and support means in this case willingness to teach and willingness to call attention to areas of study which might be interesting to explore. My experience, and the experience I think of all my colleagues on all campuses, is that this has become much, much easier in the last twenty years than it was in the fifties and sixties.

I might add that it could also be argued that to a certain extent, it is probably cyclical. In the early and more innocent days of institutional development, when public service was regarded as a valid *raison d'être* for the University, as a valid purpose of the institution--which in the fifties and sixties diminished as an accepted role, by the faculty--the University was much more public than it later became.

That situation, which is now characterized as, "Are we a public university or are we a private university supported by public monies?"--well, all universities in the United States, public and private, are supported by public monies and they're supported by private monies as well. And I suppose that the

distinction that might be made is that the University of California is becoming a university which receives some public support. We receive more than many, as a matter of fact.

Lage: More than many public universities?

Stern: Other public universities, I think. And less than others.

But I think that the trend definitely now is toward the privatization of the institution, and as that happens, obviously something like a University Extension arm, which provides incremental income for the institution, is going to become more important fiscally. Will it become more important academically? My answer is that it will be, willy-nilly, for reasons which lie outside faculty control. They lie in the nature of the society.

The explosion of knowledge, et cetera, really means that these days, you're going to have lifelong education. A bachelor's degree or even a Ph.D. is the equivalent of a permanent incomplete. When you have that as a situation, obviously lifelong education will become more important to many faculty members who will then regard teaching in continuing education programs as even more valuable than teaching undergraduates. Whether they will ever think of it as more important than teaching graduate classes is another thing altogether.

My expectation is that probably about--oh, maybe even by the turn of the century, but a little bit after, the status of the various parts of the instructional package at the University will be graduate instruction, continuing education coming close after graduate instruction, and for some people more satisfying, and then undergraduate instruction. Of course, everything will be preceded by research, naturally.

Lage: You don't see a change in that?

Stern: I don't see a change in that, not in this university, although in some there might be.

I think that also what we will see is a realization on the part of the faculty, a realization which has already overtaken the engineering faculty on this campus, about the value for research of continuing education classes, because that really puts the professor of engineering in a situation where he is exchanging information actually with peers in the field.

Now, in some areas, particularly electronic engineering, particularly the whole field of computer sciences, this is of crucial importance, because the research developments have been by

no means within the institution. So that kind of exchange is of terribly significant importance to the members of the professoriate. And that's been already proven to be so.

Lage: It would be a very different type of class from what I think of as an Extension class.

Stern: Well, most people have that kind of vulgar, tabloid version of an Extension class, which is typified by little old ladies in sneakers, you know. And look, that was gone by the 1950s. Not entirely; we still give popular instruction in enology, we give popular instruction in wine-tasting and so on.

Lage: But do those classes in electronic engineering become more of a seminar with mutual exchange, and--

Stern: Oh, yes. When you have that kind of advanced instruction, you can't very well do it in large classes. Some things can be taught that way, if you're dealing with absolutely new information. And if you're using closed-circuit television, you can do a very good job, probably a better job than you can in direct one-to-one instruction.

But let me not be distracted by a whole discussion of the merit of media instruction and so on. I think that that will be of crucial importance--is already in certain limited areas. But to think of it as a panacea and as a way to get rid of teachers is absolute nonsense. It's idiotic. It hasn't proven to be the case, and what will prove to be the case is that technology will take its rightful place, which is about the same way that typewriters did a hundred years ago when Woodrow Wilson started to type his own presidential papers, as president of Princeton.

Limitations on Extension Credit: the Caldwell Committee Report

Stern: But, getting back to the University of California, where I should stay for a while. [laughter] Extension in 1971 was quite familiar to me. It was something that I had seen. I had come from Michigan, I had come from being responsible for a program of non-credit education, some-credit education. The University of California's program was really quite restricted, in credit education, because the Caldwell Committee back in 1958 or '59 argued that there should be limitations put on the amount of credit for graduation that was undertaken in University Extension classes. And that held true.

Whereupon, really beginning in Los Angeles as I think I said the last time we spoke, under the leadership of Paul Sheats and Abbot Kaplan, and then later Leonard Friedman and Phillip Frandson, particularly Phil, there was an enormous development of imaginative short programs and seminars and institutes and the like, both in technology--mostly in technology and in business and so on, but also in the liberal arts as well.

Lage: And previous to that, there had been more courses for credit--

Stern: There had been more courses for credit--

Lage: For people wanting to enter into the University?

Stern: That's right, using Extension credit, which is a perfectly important, valid reason for the existence of the University Extension program. That is to say, to give what the faculty typically has sneered at, not only the California faculty but most faculties, the "back door" to the University.

However, in my point of view, universities should have lots of doors. It shouldn't have a "back door" or a "front door," it should have lots of doors where lots of people can get in. Otherwise, the principle of democratic access is certainly not very much lived up to.

Lage: Did they limit the number of courses you could offer for credit, or did they limit the number of courses a person could use?

Stern: They limited the number of courses that the person could use to be admitted into the regular classes of the institution, on track to a degree. That's what the Caldwell Committee did in 1959. It's still a little vague in my head, but I remember very well Professor Caldwell visiting us--I was then at NYU--to ask about what we were doing.

We were doing no credit education at all at NYU because what we had was a decentralized provision; not geographically decentralized, if you will, but on that campus, the credit instruction on a part-time basis was the responsibility of the given colleges and schools. That is to say, the liberal arts college was giving part-time work in the evening which was much, much more heavily populated in New York City than the full-time work given in the daytime, similarly in the schools of business, and as I may have said last time, I don't remember--

Lage: They don't have that here, though, that provision for part-time students.

Stern: No. That's right. The provision for part-time credit does not exist on this campus officially. On the other hand, what is happening in this university, because it doesn't exist officially, if you like, you may say that there's a kind of--how shall I put it?--an attempt to maintain an illusion of full-time students, which is definitely a fiscal disadvantage to the institution. If the institution were to move to what other institutions have been doing for donkey's dozens of years, namely to giving unit credit and charging for unit credit, rather than on a fee basis overall, then they would have, I would think, as many full-time students as they have. But they would also have a better handle on the kind of part-timeness which is represented by students who are taking three-quarters of a program or more.

At the present time, what we have is a pattern whereby on this campus, the campus admits 2,000 or so more students to maintain its fiscal base. Whereas if it were to move to a per-unit basis of charging, both in terms of credit and in terms of fees for that credit, I think we would be in much better shape and much more honest also. Because we don't have that number of "full-time students," and this is obviously true in graduate instruction. In graduate instruction, this is clearly so.

And indeed, in the United States today, something like 64 percent of graduate students, according to the figures that come out of the Center for Educational Statistics, 64 percent are part-time students as against something like 36 percent full-time students.

And that's only the official figure. When you start to get under the cover of, for instance, the University of California, you see people who are classified as full-time students who obviously aren't going to school--let alone full-time, they're not even going half-time. They're not even going quarter-time. They're taking one course.

So that it's kind of a blurred image, at the very best, of what full-timeness and part-timeness is like in the United States today. And the University of California, which prides itself on being full-time, has by no means a full-time cadre. And I think it's something that somebody ought to look at, but I don't think anybody will until it becomes absolutely essential, probably ten or fifteen years from now. Although the way the money is going these days, it might become essential next year.

Back to 1971.

Oversight of Correspondence Education and the Institute of Transportation Studies

Lage: Right, '71. What was it like? Were there any immediate crises?

Stern: No. We only had to cancel classes because of campus eruptions once in my whole tenure, and that was I think in '72. That was the only time. The budget at that time was about \$2.5 million. My last budget, twenty years later, was \$21 million, so there was a big difference. At the same time, of course, we had inflation, and I don't know what real dollars of 1991 or real dollars of 1971 might amount to. There were something like 42,000 students in Berkeley Extension, and then I had an additional several thousand in distance education, correspondence education.

Now, the number in correspondence has diminished enormously from a high point in 1963, which was the high-water mark of correspondence work in this university. Correspondence education has always been a statewide program. When they divided the territory in 1968 among the campuses, the Berkeley dean was to be held responsible for three statewide programs. One was a media center, one was the Institute of Transportation Studies, and the third was correspondence education. Of these, the most important from the point of view of students, that is to say numbers of students obviously, was correspondence work.

The Institute of Transportation Studies was essentially a non-degree program, largely for people in state government, in the Department of Transportation, and a few contractors and so on, but mostly for public employees, either local or state. That continued on a fairly steady basis. It was low-key along about '71, but it became much more active later. It ended with--no, it didn't end--[laughter] I ended. By 1991, it had some 3,000-plus students, and received, I think, its fair share of funding, primarily from state and federal sources.

Lage: From grants, special grants?

Stern: That's right.

Lage: Was it pretty autonomous, or did you have to--?

Stern: No, I didn't have to give it too much attention. I think it's a very useful program, and even with some traces of originality, and it functions extremely well to serve the state. Again, that goes back to my point that here's an activity which is of importance to the state, which isn't really made enough of, and it should have more attention called to it.

And again, it costs the state nothing. If you like, that funded money [received by the Institute of Transportation Studies] from state sources saved the state money by virtue of the fact that engineers learned things that saved money for the state.

But correspondence education, I think, represents an example of something that has disappeared, effectively. It still exists; there are something like 110 institutions in the United States, at least that number, who are members of the National University Continuing Education Association, which offer programs in correspondence, but they're all eensy-teensy. They're very small. Ours at the present time has less than 6,000 students. Well, my lord, back in '63 it had 22,000 students.

Lage: Whom does it serve?

Stern: Well, it serves people who can't come to class. Oddly enough, what's shown by the geography of registration of the students who register for correspondence education is that most of them do come from settled areas. They don't come from rural areas. Sure, there's a fair number of those, and those are people for whom it's immensely important. But also it's important for people who, for a variety of reasons--household responsibilities, schedules, a student who will be working at night and can't come to any kind of classes, or for whatever reason--

Lage: Disabilities.

Stern: Or they may feel that they can study better that way. The history of correspondence education, on the other hand, shows an enormous dropout rate, particularly in proprietary instruction in correspondence.

Lage: Now, what is that?

Stern: Proprietary instruction is for-profit instruction, where you have a whole range of schools in this country, and abroad too, that give instruction for profit. As to correspondence, our culture--American society, American culture if you like--is just not geared to the notion of studying by yourself. This is a long, lonely pursuit. Americans apparently are too gregarious for this. We don't like it. Which militates also in my book against effective study through media, in the sense that people by themselves don't--Americans, at least--don't do it that much.

Lage: They may not be disciplined enough.

Stern: Now, any comparison, for instance, with England, or with any other cultures, would indicate that correspondence education, or its

updated high-tech equivalents, don't have the kind of dropout rates they have with us. Now, in university work, as against proprietary work, the retention rate is far better, but even there, it only approximates what the general dropout or retention rate is in the United States, for open instruction, for classroom instruction, about 50 percent.

Lage: Fifty percent dropout rate?

Stern: Yes. Well, that's true throughout the United States in all colleges and universities. About that. I'm just giving this raw and ready figure without access to details. This is after all an oral history, and not something for which I've researched.

So that, in any case, in the experience that we had here, had had, we moved down, down, steadily down, and it's a difficult task to maintain a self-supporting enterprise with that kind of falling away. How do you do it? You raise fees, that's true, and we did. But at the same time, you have to raise instructional compensation, which you do.

Lage: How do you advertise it? Is it advertised in the catalogue?

Stern: Oh, yes, it's advertised. It has its own catalogue; it's advertised in the catalogue. You promote it in various ways. It's not easy to promote correspondence education.

##

Stern: It's much more difficult than other fields. In the first place, it has that removed air of the past, which is very difficult to overcome. And yet, it's very contemporary. After all, even in the highly mediated--that horrible word--instruction that goes on, for instance in the Open University in Britain, a great deal of it is both face-to-face and correspondence work. The Open University in Britain would not have succeeded unless it had established hundreds of tutorial centers in the country at large.

I think that this is one of the basic things that militates against correspondence work. There have been a number of special programs for adults which have grown up in the country in the last, oh, thirty-five years--special degree programs, either bachelor's or master's programs--and several of them have shown most valuable retention when they offer an intensive resident period combined with a great deal of correspondence work over the course of a year or two or three years, you see.

The first example I can think of is Goddard College in Vermont, a small college, very sweet little college in Plainfield,

Vermont, which--it must have been forty years ago--adventured in this arena. They'd give a program, which would involve two weeks, or at the most three, as I recall--two weeks of intensive institute work on campus, and then they'd go on to correspondence education.

Lage: But then the person has a connection--

Stern: And occasional visits, you see. So the person has a connection. I think I may have mentioned the fact that I once reviewed a program of this kind for the doctorate of the ministry at San Francisco Seminary. Did I talk about that?

Lage: No.

Stern: I reviewed such a program, and the doctorate of the ministry in San Francisco Seminary, which is a Presbyterian seminary in San Anselmo, is a very large program, and that was why it was important to review, because there was doubt expressed about how it could be valuable.

Lage: Was this during the seventies?

Stern: Yes, I reviewed it about 1980, about a dozen years ago. And this grew up over the period of the late sixties and seventies. The doctorate in the ministry is really a non-resident degree given by several seminaries.

Lage: I was just wondering if its popularity was related to people trying to avoid the draft.

Stern: Oh, no. Oh, no. Not at all. No. Let me not--I would not dream to think that a seminary would countenance to--

Lage: Well, a lot of people went into ministerial studies, if you remember, during the Vietnam War.

Stern: Oh, I see. Oh, I'm an innocent, then. I hadn't thought of that. But no, this is a mid-career degree. This is a degree given to ministers, already established members of the ministry. There were about--I don't know--a half dozen candidates for the doctorate in sacred theology on that campus, which is a beautiful campus in San Anselmo, and there were 700 candidates for the D. Min., 700 if you please, scattered about the country.

And they did it through a combination of very heavy, two summers of face-to-face instruction on campus. I can't remember now whether it was a three-, four-, five-, six-week program, something like this, twice. A beginning program and an end program, and then a demanding dissertation, as a matter of fact, in

my view much more demanding than the Ed.D. [doctorate in Education] as a paper project.

But when I reviewed this with two seminarists from somewhere--I've forgotten where they were from--our discovery was that this was an enormously valuable program, and a very good one. What the seminary did was to send their own faculty around to give three days, four days of instruction to groups around the country. These groups would get together, and they were supported, obviously, by exchange. How do you talk to your professor if you're far away? You talk to him on the telephone, you talk to him by letters, and you talk to him by doing papers and sending them to him, and he sends them back.

Well, that's correspondence education. The claim that correspondence education people make very frequently, and should, is that it gives a far more intimate relationship between teacher and student than does allegedly face-to-face instruction in the classroom.

Lage: Yes, a lecture without much one-on-one--

Stern: Yes, that's right, with no particular direct contact. Well, this is very close contact, and certainly the devotion of many teachers--many emeritus teachers do this. They take great satisfaction in it because they're close to students. It's old-fashioned, if you like, but let me tell you, to me it has the charm of just what the quality of that old-fashioned morality is.

Lage: Now, is that the way it worked here in Berkeley?

Stern: That's the way it still works in Berkeley.

Lage: And how many programs do you offer? Do you have to have a group, or is it very individual?

Stern: Let's see. This is individual. Right now, I don't know offhand, but it's probably somewhere in the neighborhood of 150 courses. They also have a program of high school classes, which is very lightly populated these days--except when Prop[osition] 13 came along there was a sudden surge, and they believed it was because the public schools stopped giving summer classes. So kids said, "Well, here's an alternative," and they took it, and so--

Lage: Would this be kids who were making up something they had failed in high school?

Stern: Either that, making up something they'd failed, but more particularly wanting to get something else--

Lage: Or maybe wanting to get advanced courses--

Stern: --they weren't moving--yes, advanced courses; they were wanting to move that much more rapidly into collegiate work, to be acceptable to a college. Also, they were trying to take courses which they couldn't get in their own campuses of a certain kind. There are certain courses which most high schools don't give: anthropology, for example, and so on.

Lage: Do you use high school teachers to teach these correspondence courses?

Stern: Yes. High school and college teachers as well. We used teacher-teachers. [laughs]

Obviously, there are lower-division courses, and then there are non-credit courses as well. Certain certificate programs are given in correspondence work. That's the continuity of it. As I say, the difficulty that is involved when you have a decline in students, that's very hard to encompass.

My final administrative act as dean was to join together, and I hope it has had some positive effect--it's too soon to tell--the media center, which started as a film library. It used to be stereopticans and slides back in 1914, you know.

Lage: So it has a long history.

Stern: The media center and independent study, which is correspondence work, are now a combined activity and have been for the last year and a half. I hope that it will prove to be effective. It was really an administrative step, but I think it will be an effective organization, because I think that what we will see, my own prophetic vision of the future, is that we will see a considerable move on the part of direct classroom instruction to get certain kinds of media support. When that comes about, the availability of a provision which provides that kind of material is of crucial importance. That really means that the media center will have more of a role, it seems to me, than will correspondence education.

But what I envisage in the future is in a way a breakdown between classroom instruction and so-called distance instruction, in many natural ways. The natural way, of course, is best exemplified right now--for instance right here on this campus in graduate engineering work where professors and students communicate through electronic mail all the time. Well, what is that but distance instruction, if you like? I mean, that starts to be the wave of a future, which, when it becomes much more economically viable than it is today, will, I think, be a mode of instruction

which will emerge from these now apparently quite separate patterns of correspondence or media instruction, and then face-to-face classroom instruction.

Instruction is instruction, is what I'm saying. Teaching is teaching, learning is learning, and to make arbitrary divisions on the basis of media, on the basis of modes of instruction, doesn't seem to me to be too sound when you can bring them together. Obviously, what's going to happen is that somebody will discover this, and it will be so marvelous, and it will fall flat on its face because it isn't properly funded, or it isn't properly put together in the first place. And then after a while, it will become matter of course.

Lage: Or it will evolve out of the kinds of things you mentioned were happening in engineering studies.

Stern: Yes, that's right. That's what will happen. And this is the way it will go. I see no reason to worry about it. I'm very optimistic about that. I'm not optimistic about the fate of the poor people who are going to be involved in all of this. They're going to perish and go over the edge of many cliffs before this bright consummation I'm speaking of comes to pass, but it will happen. It will happen.

There will be all kinds of presumed inventions which will repeat inventions of 200 and 300 years ago, which happens all the time. People are always inventing new wondrous things in education which are replicas of things that people had done in 1770.

Language Instruction

Stern: Well, I guess I'm getting crotchety. I should say, though, that there is a cyclical development constant in the kind of work we do in University Extension. I'm now speaking particularly of non-degree, non-credit instruction. Certain fields of study, certain activities, become popular. Sometimes they're stimulated by technology. Sometimes they just take off from changes in people's interests, from popular culture, or even from the way in which things happen in high culture, as we like to think of it. And various things become more and more popular.

Are there constants? Well, only in the broadest construct are there constant fields of interest. That is to say, fields of interest which remain of fairly steady importance in terms of numbers of students, the kinds of instruction that people want, and

so on. One of those larger fields is, I suppose, communication, if you like. That's very large, though, so within it you have so many bits and pieces, so many parts.

One of the things that is very clear today, and it has been a steady growth and variety, is language instruction, instruction in languages. We think of English as a second language, and very clearly what we're now having in the broad field of continuing education is any other language as a second language for English-speaking Americans.

Lage: And that's been a growing--

Stern: And that's a growing activity that will continue to grow. We now give instruction in the country at large, I would say, probably in several hundred languages. Not most of the languages of earth, because so many of them are spoken by such small groups in such small places. I mean, in the Solomons, they have something like--I don't remember what it is--but thirty-seven different language groups, let alone dialects which can't be understood.

Lage: Has there been a trend to more languages here in the Extension program?

Stern: Oh, yes, definitely that. You started in the sixties with French, Spanish, and German, and then you moved on to Italian, and you moved on to Russian, and then steadily but surely you moved on to Urdu and Sanskrit, and you moved on to Chinese, both Mandarin and Cantonese, you moved on all the ways, you see. That's been a steady growth. As you have had a steady flow of immigration to the United States, you even have a field in which a second generation wants to keep up with its own former language, and so you have that as a group.

There is, has been, a steady interest in other languages, which is a comfort, but not enough of a comfort for the United States to get along, it seems to me. I think it's really a shame when you think about it--in 1941 when Pearl Harbor was attacked, there were some ninety people other than Japanese Americans in the United States who spoke Japanese. The newspaper, the Times, reporting just a few months ago on language instruction and its growth in the services, said that when Kuwait was invaded by Iraq, some eighteen people in the armed forces, out of three million people in the armed forces, spoke Iraqi Arabic.

Now, those are really overwhelming figures. Are we worse off than other countries on earth? And the answer is yes, damn right we are. We're lots worse off. Europeans--

Lage: Do the Europeans speak Iraqi, though?

Stern: They speak lots of languages, and if you would have catalogued the number of Iraqi-speakers--well, you're right. If you would catalogue the number of Iraqi-speakers in the French armed forces, there would be probably lots more than there are in the United States, simply because the French have had long relationship both with Syria and Iraq, which goes back 100 years. We have not; that's true. They also have many speakers of North African Arabic, but that's because of connections, I agree.

But, think about it! Think about the United States of America. Think about what it catalogues as its worldwide role, and think about what other languages we manage to speak. This is of tremendous and growing importance, and it's going to be funded. Language instruction was funded during the Second World War by the armed forces. Probably well over a couple hundred thousand men studied foreign languages in the army and navy in the Second World War. They taught me, or tried to teach me, Arabic and Turkish in the Second World War. My brother was taught Russian.

Of course, with its usual inevitable attitudes and snafu operations, the army sent my brother, who studied Russian, to an infantry division which fought its way across Germany and sent me to some kind of a psychological warfare outfit to deal with French, which I knew all along. So who knows what they had in mind. But that's standard procedure.

Programming in Psychology in the Culture of the Seventies

Stern: Now, with regard to the patterns of development of these various programs, psychology and self-regarding, self-interested, self-absorbed, narcissistic introspection was all the mode in the early seventies. This is a relic of the sixties. And along about the eighties, that started to change and we were interested slightly in other people all over again.

Lage: [laughs] Now, how does this change in society, or the interests of the public, get reflected in the program?

Stern: Oh, that's the nature of programming. The whole function of programmers in continuing education is to be alert and alive to changes in the circumambient culture. In very obvious professional fields, if you are, for instance, a programmer in the field of one or another part of business, you know what you're doing. It's very

clear; much clearer in those obvious fields like business, but good programmers in any field take deep breaths and exhale programs.

Lage: Psychology is a good example, though, of a field that sort of sways--

Stern: Yes, that's right. Well, we used to have 500 people in a lecture class--

Lage: That's big! I didn't expect that large a class in Extension.

Stern: Oh, yes, we had lots of those.

Lage: And then would those classes have sections?

Stern: Some of them would have sections, some of them were just simple lectures, just to get the information out.

Lage: Are we talking about psychology, or in general?

Stern: One or another field of psychology.

Lage: Those were popular.

Stern: They were very popular. I use the word "psychology" although I have a feeling that my colleagues would think, "That's a little bit too narrow." But you remember, Esalen Institute was really quite the thing. And then there was est [Ehrhard Seminar Training]--remember est? We didn't touch est. I wouldn't let anybody touch est. As a matter of fact, a couple of members of the Psychology Department--I think I mentioned this--

Lage: I think you did, but I don't know if it was on the tape. I think it might have been when we were talking informally.

Stern: Well, in any case, a couple of members of the Psychology Department of this institution persuaded one of my programmers to do a course for est leaders--

Lage: Professors here?

Stern: Yes, on this campus! Tenured professors! So this came to my attention simply because I always kept one eye on the sparrow. I told my publications department, "If you have anything that worries you, and I want you to be worried, bring it to my attention. I won't criticize you for worrying me unduly." So they brought this to my attention, and I said, "Not on your tintype! We're not going to do it."

Lage: Now, what period of time was that?

Stern: That was about 1976, '77, something like that. About then.

Lage: What disturbed you?

Stern: The high point of est--what disturbed me was est! [laughter] Well, what disturbed me was the purely obvious exploitiveness of the thing. What they wanted to do was to say, "Here we are, our people are trained in the University of California." What kind of nonsense is that? I was horrified! I didn't think I was particularly stuffy about it; I was just horrified. [laughs] I said these were a bunch of people whom I had no feeling for. I mean, sure they can do their business, and if they want to do it, let them do it. But I'm not going to be party to it.

Lage: Did you get any revolt around that? Anybody object to your objection?

Stern: They did. Oh, they came calling on me. They had--boy, were they beautifully dressed, those people. Wow! I remember that most of all. Now, here was I in my kind of--well, I was dressed ordinarily, like an academic. But boy, were they tailored! And this was back in the mid-seventies, and those suits, really, they were beautiful! My God, I remember them so well.

Then they invited me to their headquarters, and they were going to give me a free course. I said, "I don't need a free course. Look, all you teach in est is how to be aggressive, and I was brought up on the streets in New York. No need for me to take a course in est." But they invited me over to meet their advisory committee, and the chief of their advisory committee was a former chancellor of the University of California at San Francisco.

Lage: Who was it?

Stern: Dr. Philip Lee.

Lage: Oh, you're kidding!

Stern: I'm not kidding! I'm telling you what there was! Now, Phil Lee's a nice man, and I don't know why he thought that est was all that great. He didn't grow up in New York City. So, after ten minutes of this--because they're bullies, you see. That's their basic tactic, bullying. I said, "Look, fellas, I'm not going to do it. You might as well forget it!"

Lage: So you didn't go to meet the advisory committee?

Stern: Oh, I did. I sat down with them, and I was polite for ten minutes, and then I stopped being polite. I said, "I have to leave. Good-bye." And that was it. They gave up after that. I don't know; they didn't try to go anywhere else, I don't think. They decided they'd do their own training.

Lage: Do their own; make more money that way, after all.

Stern: Werner Ehrhard decided that it was better to do his own. These things come and go. Sometimes they have a longer rather than shorter life. est has certainly had a longer life than most, and I think--it's an interesting speculation as to why. It's probably worth some kind of doctorate in psychology to discover why est had a longer life than most. It seems to me that lots of people wanted to learn how to be aggressive. All they had to do was grow up on the streets of New York. [laughter]

Lage: They haven't all had that privilege!

Stern: I guess that's the answer. [laughter]

Lage: It's a different kind of aggression, though, in my view.

Stern: As I say, psychology in that manifestation was of considerable importance, and this obviously was a major advance--I don't know whether the word advance is proper in this connection--but it was certainly different from the kind of psychology that was being taught in Extension classes twenty years before, thirty years before, really, in the mid-forties. These were basic, simple--and psychology itself has become much more complex and interesting in many ways.

Relations with the School of Education's Bernie Gifford

Stern: What we tried to do--and I was merely extending what was an obvious and necessary policy of a program like ours in a complex university--was to deal with the fields of knowledge which the University in all its parts covered. With more or less emphasis, counting on the hope for support of faculty in these various arenas. And most of the time, we were pretty effective in this. There are certain fields which just wouldn't pay attention to it, and I can well understand that; they were largely involved with advanced research. But slowly and surely, some fields discovered that it was valuable to move out into this area of peer instruction, if you like. And as I said before, engineering was crucial in that regard.

Education as a field was in sharp decline, and this I take to be a function of the decline of--there was, as you may remember, a decline of teacher population and jobs for teachers, and--

Lage: But there's still the need for continuing education.

Stern: Oh, yes, and we kept it up. But we had to reduce the program. As a matter of fact, when I came to Berkeley, we had ten programmers, maybe even twelve, ten or eleven anyway, in continuing education in education. Ten years later, we only had three.

Lage: What was the role of the School of Education in continuing education for teachers?

Stern: Well, they worked with us. This was a constant.

Lage: So summer programs for teachers were offered through Extension?

Stern: Well, no. Summer programs for teachers were given by the School of Education. If they were credit instruction, that's the way they were given. We dealt only with non-degree instruction for teachers, special programs of various kinds. But there was still quite a good bit of room for that, and particularly in special areas. For instance, a special area which came about, oh, about ten years ago, was developing certification programs for teachers of English as a second language. That was one. There were a few other areas where this is important, but by and large, the bulk of credit instruction was given in summer session of the School of Education.

Now, when Bernie [Bernard R.] Gifford became dean of the School of Education--I guess that must have been about eight, nine years ago--he and I came into conflict on this matter, because basically Bernie's an empire-builder. Good man, as empire-builders go. He wanted to have it all his own way, and he wanted to make money from this enterprise. "There's not enough money in it, Bern!"

But he persisted, and he got an exception to policy and did a program or two which fell flat on their face in money terms. I won't speak to the academic quality, because I don't know. But indeed, one program was parallel to a program which we were doing, which he insisted on setting up, and it failed.

Lage: And it was also non-credit?

Stern: Yes, essentially. It was non-credit. He got an exception to policy, because as you know by now, Extension is charged with the responsibility for doing all programs which are not directed toward

regularly enrolled (meaning credit) students, graduate and undergraduate.

So with that, I think that he was burned, and he sort of withdrew slightly. But he never came back to us with any notion of cooperative activity. Since Bernie Gifford left, there has been a return to a more cordial relationship.

I say this without any feeling that he was misguided--which he was. [laughter] What I mean is--

Lage: A contradiction in--

Stern: Well, what I mean really is I have a good deal of respect for him. I think he's energetic and imaginative, and--well, I don't mind having a fight with a guy. I mean, it works out okay.

Lage: Did he come from the streets of New York also?

Stern: Bernie? Yes, as a matter of fact. As a matter of fact, my last remembered exchange with Bernie was walking down the hill. We'd had a rather cordial lunch, and Jim Jarrett was sort of adjudicating--he's a professor of philosophy in the School of Education. I guess he's emeritized by now.

We were walking down the hill, and we separated, he to go to his office in Tolman Hall and I to mine, and he started in again. I don't know why, but he started in again, and our voices got steadily higher. Jim was trying to placate us, because occasional students would pass us and look at us askance. [laughs]

In any case, as we separated, just before we separated, Bernie said to me, "I don't know why we can't get along. After all, we're both from New York, and we should be able to get along." And I said, "Bernie, yeah, sure we can get along. You just stay on your street and I'll stay on mine." [laughter]

Lage: That's a very New York thing to say.

Stern: Yes. We then said good-bye. Said we'd talk again, but we didn't.

Lage: Did you each stay on your own street after that?

Stern: Well, Bernie left. He went off to another street altogether. He went on to, what, Apple Computer as vice president for education. And I don't know, is he still there? [By now, he's returned to campus as professor, not dean. --4/2/93]

##

Stern: Gifford has (or had) a column called "the Learning Society," an ad, really, for Apple. It's a column which is sort of ruminative, and sometimes it's entertaining, and even interesting. But mostly it's one of those columns, institutional advertising for Apple Computer. I wonder, I ought to write to him and ask him whether he knows the source of "the learning society," which he uses as the running head of that column.

So in any case, relations with the School of Education were up and down, but in the early years, difficult because, I think, of relative indifference on the part of the School of Education faculty. The School of Education has always been a school in trouble, particularly on this campus, where a kind of removed scholarship is so much appreciated, or applied scholarship, and somehow or other education seems to fall in between. It was always held by others in a sneering way to be not good enough.

My own feeling about our School of Education--it wasn't that bad, and some of it was very good indeed. It nevertheless was neither fish, fowl, nor good red herring on campus for a long time. What its situation is today, I don't know. Would it have been helped by a closer attention than it gave to the continuing education of teachers? I'm sure of it. Because one of the characteristics of a field like education is that whatever research has to be done in the field, professional relationships are of much more crucial importance than the research itself. It is a field of practice, like law or medicine, and as a profession, therefore, peer relations are crucial to its effectiveness.

So I don't really know why that realization didn't take hold of leaders in the School of Education. In a way, that was Bernie's considerable contribution. Whatever fights I had with him, I think he did a good job in many ways in re-animating the School of Education.

Lage: Did you use professors from the School of Education in your programs?

Stern: Frequently, mostly. Yes, we used them. We used whatever--as you do in Extension work, you use whom you can get for what you think you need, and that means people from the faculty and people who are not from the faculty. In certain applied fields, of course, you don't get anybody from the faculty because they're not faculty fields.

But mostly, we have sought to use people from faculty. In some continuing education schools, a requirement is laid down that you use faculty people, which I think is silly, particularly in

smaller schools, smaller institutions, where it's difficult to find people to teach.

Some places, all you have as a resource, if you're in the sticks, is the faculty. Some places in the country, the institution is co-extensive with the cultural nexus of the community. They represent the culture with a handful of doctors and guidance counselors, lawyers. [laughs] Although lawyers sometimes aren't that literate. As we go on, take that out of there.

Lage: [laughs] We can take it out later. Or you may want it in.

Stern: On this campus, all lawyers are literate.

University Extension and the Professional Schools

Law and Medicine

Lage: Did you have any conflicts with the School of Law or the Continuing Education of the Bar?

Stern: No, didn't have any.

Lage: Was that an Extension program?

Stern: Continuing Education of the Bar is a separate undertaking, and didn't have particular conflicts with the School of Law or with Hastings or any--

Lage: But was Continuing Education of the Bar your program?

Stern: No, it is a statewide program which is under its own leadership. It has a director. It's a function both of the University and the [California] State Bar Association; its governance is through the State Bar Association and from the University, I think a six-man board. That has its own interesting problems which we could go into, but they're not germane to Berkeley Extension.

Lage: What about continuing education in medicine and--

Stern: Medicine was never part of the province. The University of California, San Francisco, engaged in continuing education, and it had a dean, it had a very interesting dean for many years, and then a successor dean. Its dean was Dr. Seymour Farber. Dr. Farber is

a very interesting man. He became vice chancellor for, I guess, public relations afterwards at that campus, and he was succeeded by Lucy Ann Geiselman as dean for several years.

She had been assistant to David Gardner when he was vice president. After a few years at UCSF she quit in disgust, I guess--I don't know that she would say that, but certainly that's my interpretation--and went to work at the Keck Foundation, and then she was for several years vice president for development at California Institute of the Arts in Los Angeles. Now she's president of the Mount Vernon College in Washington, D.C.; I'm going to her inauguration next month.

That program I think is an arch example, was and is now, of a defeat for the whole notion of continuing education in universities.

Lage: Now, why is that?

Stern: Well, the limitations are that that campus has four units: College of Medicine, of Dentistry, of Nursing, and of Pharmacy. That's the San Francisco campus. Well, the continuing education provision as interpreted was really always complicated by the separate ambitions of the separate schools wanting to do their own, which is a very common experience in professional education, you see, just as on this campus the Business School has wanted to do its own, and may get its wish.

Well, what happened on that campus--for instance, it had an associate dean for continuing education in medicine, a man for whom I have a great deal of respect and have worked with, but who in the very first place, I didn't get along with because he was always going it alone, you see.

Lage: Explain that a little more, because you said you really had no powers over that program.

Stern: I was really speaking of the solidarity I had with my colleagues there, and I thought that he should not have been so separatist as he was. Dr. Malcolm Watts--Mal and I just finished a tour of duty, he as editor and I as assistant editor (I guess I still am assistant editor) of the Journal of Continuing Education in Health Sciences, and I persuaded him to take that job, so you see, things change. He did, provided I would be associate editor. I said okay, I'd be associate editor.

So we managed to breathe life into it, and as a matter of fact, it's now almost in the black, which is almost unheard of. But it is surviving, because we pushed it in the direction of the

various associations who are now supporting it and providing subscription support to it, so that's now in pretty good shape.

But in those first years--and Mal came a cropper on this too, because what happens in an anarchic situation of this kind is that even an associate dean of continuing education in medicine can't hold it together, because the departments in the school want to do it themselves.

Lage: In that small setting, even?

Stern: That's right. And this happened not only here, this happened all over. It happened for instance in San Diego, where the medical school wanted to do it itself, and did it itself until the whole show fell to pieces. Fiscally, it couldn't be supported, because each one of these damned departments was going on its own. Whenever they saw a buck lying around loose, they gravitated toward it.

Lage: And why did they fail at it?

Stern: Because they're not really interested in it. They don't realize the amount of work that's involved. There is an enormous amount of simple administrative labor involved, and there is clerical work. There is all kinds of work involved in this, which professionals aren't interested in. They aren't interested in it and don't want to do it.

Lage: And don't have the expertise.

The School of Business

Stern: This is the reason why I predict the same fate, eventually, unless they have a quite distinctly different structure on this campus, for the School of Business, which now wants to go its own way, has wanted to for years. I fended them off for years and years and years, arguing that they didn't know how to do it. Well, I didn't argue that so much directly, because that would be too offensive, although they got the sense of it because they hated my guts for saying so.

But they're not interested. They're interested in their research, and they're moderately interested in their students, but mostly they're interested in their research. They're really interested in their consultancies.

Well, when you have an attitude of this kind, you're not going to spend any effort on teaching people from the field with no relationship to graduate students or anything like that. You don't want them around. You'll do it if there's enough money in it, but you want to come into this room, make your presentation, and leave. And sure, you're being gracious. You'll talk to these students for maybe even fifteen minutes after the fact, or if you have a conscience as some of them do, you'll talk to them for half an hour.

But how much more? What's involved in all this? What about the nitty-gritty of promotion? What about the even more gritty-nitty of the clerical work involved in registration procedures and scheduling and getting classroom space? Who does all that? You've got to have a staff to do this.

Typically, what happens in a decentralized provision is that the professionals in the professional school involved use their support staff, who typically in a public university are paid by the state to do other things.

Lage: And it doesn't get counted against the cost of it.

Stern: And it doesn't get counted, and then the money that comes in goes to the separate account somewhere off in Channel Islands, or wherever, and everybody's happy because, in a penny-ante way you seem successful; at the same time, the institution is not served. The institution is not served; the state is not served. I think that's the problem.

Lage: Do you think that perhaps the School of Business or other groups--particularly I would say this of the School of Business--would see it as perhaps a fundraising technique, to facilitate closer relations with the business world?

Stern: Oh, sure. Well, indirectly fundraising rather more than directly. As a matter of fact, they have such a program which they cultivate and do it quite well, as I understand it. I don't know it intimately, but this is an approximation of a program which I think was first developed at MIT. What it is, is a program by which the corporate members--it's a membership organization--the corporate members are exposed to new ideas or new research. MIT really developed this twenty-five, thirty years ago, and has done a quite interesting program of this sort of thing, which is obviously continuing education, generically, and I think well done and very usefully done by any school that wants to do it.

Now, in the case of the School of Business, they have such a program, and I think it's a big revenue-producer for them. I don't

know whether it's large enough to fund a new building, but it's substantial and useful. But I would say, subject to contradiction from my betters in the School of Business, that they don't pay enough attention to make it as successful as it might be, and the reason they don't pay it enough attention may be very well founded. That is, they want to do their own thing, which is not that, which is research.

So that the question always comes up as to whether, through a totally decentralized provision, school by school, one can on behalf of an institution mount an effective program of continuing education. Now, one can argue that Harvard has done this. Has Harvard done this in--

Lage: The Harvard Business School?

Stern: The Harvard Business School, yes. Yes, of a certain kind, and it was with certain limitations and certain advantages. Can every business school do the same? Dubious, dubious. You have to figure out what your situation is and accommodate to that. And as a general rule, I would say that a university, particularly a complex research university, in terms of its policy, must have roughly the policy that we have here, but probably should encourage it in a way rather more centralized than here.

What do I mean by that? I mean there should be somebody in the vice chancellor's office who pays really close attention to the continuing education function. In other words, a fairly senior officer of central administration should be involved. This is a large campus, and it needs that centralized authority. The chancellor needs the information, and he doesn't get it.

Lage: You mean, should they have this under our current system, or if each unit goes into--

Stern: What they should have is a centralized authority, and then what they should do is to encourage much more cooperation between a continuing education arm, which ultimately would become much more logistical than substantial, if you like, as a provider. With perhaps only one reservation: the basic provision in liberal arts should be maintained on a centralized basis.

But otherwise, to the professional schools, there should be a dispersed activity controlled from the center, but staffed in the separate schools with logistical support from an arm which is centrally Extension, which also might do, as I say liberal arts, as a substantial--

Lage: Are you suggesting this as a--

Stern: Substitute for the pattern that now exists.

Lage: One that you think would be better, or just a--

Stern: Better. I thought so twenty-five years ago when I was in Michigan.

Lage: But you fought the School of Business's attempt to have an independent operation.

Stern: The only basis upon which I would accept the hegemony of the separate schools would be if they were to be subordinated through the central authority of somebody in the chancellor's office. I'm perfectly willing, I was perfectly willing, and I think anybody should be perfectly willing to make arrangements with separate schools. But on what basis? On what basis? Should they get all the take and not do any of the work? Let's be clear about the separate division of labor. Is the reputation of the School of Business enough to warrant their getting, in effect--what would you call it, a--what did we give to the Barbary pirates? Tribute. That's what we gave. Are they Caesar, and should we render unto Caesar?

Lage: I'd like to get back into what really happened over these twenty years, fighting back and forth. Were these suggestions that were being made?

Stern: Oh, yes.

Lage: Give me a little history of what happened with--

Stern: Oh, I made the suggestion early on. I made in the very first place to Al [Albert H.] Bowker, who was chancellor, that this is something valuable.

Lage: The overall suggestion that you just made to me.

Stern: It had more meaning to me, because I had come from Michigan where I'd suggested it at Michigan, and then they wouldn't pick it up, and they wouldn't give me the job, so I left.

I suggested this to the chancellor's office, to several chancellors and several vice chancellors, to no particular effect. And I can understand why; I can understand it and live with it. They have other things on their mind; it's a big university. There are lots of things to do. After all, Extension is going along pocketa-queek; we're not causing any real disturbances; we're not costing any money; there's no deficit; and we're even giving them money as a matter of fact, giving them a fair amount as time went by, have given a great deal.

I calculated before I left when they asked me for an extra quarter of a million--didn't I tell you this?--asked me for an extra quarter of a million, and I said, "Well, okay." They asked for an extra half, I said, "I'll give you a quarter if you can charge it in rent money." "Why do you want rent money? Why should it be rent money? Why don't you just give it to us?" I said, "Because if you charge us rent, then you won't steal our space."

Lage: So they just come along and--

Stern: This was about three, four years ago, and Rod [Roderic B.] Park was still vice chancellor. I made a calculation, and I said to him, "The way I see it, we're giving you \$2.6 million every year, and if I were to talk about our contribution to the internal economy of the institution," meaning a few things like the \$800,000 we give to people for teaching who are graduate students or members of the faculty, "it would be a lot more. It would be \$4.1 million." So that was the figure I came up with.

So what I'm saying is that if we did not exist--this is the usual pitch that's made by people like me, when they are charged overhead, "If we did not exist, you would not have this resource." And they nod yes. After all, I'm giving them what they wanted, so that they nod yes. "There, there, be a nice guy. We're nice people. We get along."

So I said, "Okay, I'm not going to--." Beyond that point, if you're an administrator, you either resign or you give up fighting, right? That's what you do.

Lage: Now, on what basis do they take this money, or request it?

Stern: Charges are made. Security, accounting--a whole host of charges are made; rent money. They already were charging us \$68,000 for rent. I said, "Well, jack it up, and then call it fair market rent this time around." What would we have to pay outside, you see, and that sort of thing. And so with all those charges, that's the calculation.

Lage: But basically, they look at your financial figures and determine what profit you've made?

Stern: Oh, no. They don't make an overhead charge as such. Not here. In other places, they do. But they don't make an overhead charge as such. The ins and outs of that are too arcane for this discussion, and in reality they would be too arcane if they were put down on paper, because they'd have to be done by a CPA like Gary Matkin, who was my associate dean.

But suffice it to say in various ways, the campus has gotten from us that money. What I asked for when I asked for it, I asked Gary--or Jerry, I guess--to add up the kinds of dollars which we were turning over to the institution, and that was what it came up to, \$2.6 million. That was about three or four years ago.

Lage: Did you also return money to departments?

Stern: Yes, that was part of it. Let's see, that was on the basis of concurrent enrollment--instruction that's given in regular university classes, and the students register with us to take these courses.

Lage: I see. Non-university students.

Stern: Yes, that's right. Students register through Extension for those courses. There's an elaborate procedure which we undertake, and it requires approval. It's called concurrent enrollment, and that means that a student, with the approval of a cognizant dean of a school, the instructor of a class and the department head, all three signatures, registers through Extension, takes the course, is not entitled to get credit for it or even a grade--although I'm sure teachers give grades, but unofficial in reality. We've had as many as 800 or 900 students a year. Berkeley does not have as many as either Davis or Los Angeles, which concentrate on this activity.

The income from that my last year was in the neighborhood of half a million, and half of that went to the departments. And that was included in that figure of \$2.6 million which I gave.

Lage: Is this different from being an auditor, an official auditor in a class?

Stern: No, it's not.

Lage: Is that basically what it is?

Stern: No, it's not. I don't know there is such a title as official auditor in this university, is there?

Lage: Maybe there's not. Maybe that's what--

Stern: This is the way you become an official auditor. This is not different. This is an official auditing role. I might say that for some schools, it's quite important, helpful. That is to say, the School of Library and Information Studies with small enrollments really finds it very helpful, because you know, get a few extra students in these classes and the classes become viable, educationally as well as financially viable.

And it's up to the schools in question as to whether they want to open these classes to other than regularly enrolled students. And relatively few in chemistry--obviously these are packed full. And so far as I know, none, or maybe one or two classes in engineering. But by and large, this is the avenue of the liberal arts departments. Some education.

Any school or any department--I think one or two departments, environmental sciences, wanted to do this, public health maybe--they want to check out to see whether a student should be admitted, for instance to a graduate class. Well, if he takes a term in this and does well, then they'll admit him, you see. That's the kind of thing that's very helpful. This is the back door, open door to the university, that kind of thing.

Lage: Sounds very useful.

Stern: It's a useful antechamber for a student and for the school to make a painless and not very costly check on whether or not said student is really up to the kind of work that is called for. So that's very helpful. And from the point of view of people coming back to school--women coming back at the age of forty, grown children, the usual bit, forty or fifty--it's very helpful, because they can see for themselves whether or not this field is one they want to go into.

Lage: Now, is there more to say about the School of Business, and over the years the kinds of conflicts that you've had?

Stern: Well, the generalization one could go into, "He said and I said, and first they knocked us on the head, and then said, 'We welcome you with open arms'"--suffice it to say over the years I signed three agreements or so with deans of the School of Business, and finally I saw the handwriting on the wall, and so I asked for the signature of the vice chancellor to these agreements. Before that, they'd been bilateral.

Then I had an inspiration. I thought, after all, you've maintained all these years you want the supervision of the vice chancellor's office. Well, why don't you get it? And for some reason or other, Budd Cheit [Earl Cheit, Dean of the School of Business] didn't object. And he's a very canny type. Now, why would Budd not have objected to that, I thought. I'm very fond of Budd; he's a very sweet guy, but he didn't object. Was it Budd? No, it was Raymond Miles, who didn't object. Maybe Budd would have objected. He might very well have objected.

Lage: Because what was the implication?

Stern: The implication was that having a bilateral agreement means that either party could denounce it, but if it's signed by a vice chancellor, then it's subject to his review, and indeed that was in the text. I put that in the text. So it was--

Lage: And it got signed.

Stern: It was with Raymond Miles. And it got signed.

Lage: Now, what was the agreement?

Stern: The agreement was that we would be organized in such a way that some work would be originated in the School of Business, some work would be originated in Extension. That we would share the income on a certain basis, share the expense on a certain basis. It's very complicated.

Lage: Sounds very complicated.

Stern: It was very complicated.

Lage: And they'd do their clerical work on those programs originated in their school?

Stern: Well, no. We had an office which was to do all of that, you see. So that the logistical provision I think was clear. That was pretty good. An Office of Executive Education. But you see, these agreements became more sophisticated, if that's the word, more legalistic, as the years went by. The nature of the thing is that in the final show-down, John Heilbron was vice chancellor--this was just before I left--

Lage: Just recently.

Stern: Just before I left. I guess it was even last June, June 1991. He called this meeting, showdown meeting. So I came with my team, my trainers, and Budd came with his--

Lage: [laughs] Now, was this Budd Cheit still?

Stern: Budd Cheit. He was acting dean, you see. After Raymond Miles left, Budd became acting dean. So Budd was acting dean, and we sat down and talked. I made a mistake, I made a vast error, which Budd caught me at [laughs]. It was so funny, it was all I could do to keep from laughing myself. I said, in my most academic, administrative tone, "Well, you know, as I've always said, in the future--" said I, in my statesmanlike way "--I've always said that in the future, twenty years from now, what we will have is a separate provision--" the way I've described it to you, you see

"--in which we would have a working agreement, in which a School of Business--"

##

Stern: --in combination with an Extension arm, would do its own instruction on a part-time basis, whether credit or non-credit. And Budd said, "You said that twenty years ago, Milt." [laughter] So I was trapped! That really undercut me, I must say.

Lage: So he had the history of it, he'd been here long enough--

Stern: Oh, Budd knew it, Budd knew it. I've known him since I've been here. But he was saying that really--I was saying it in Pickwickian terms, if you like, and he was saying it the same way. But it was very funny.

Lage: So when you say that was a mistake--

Stern: Well, it was rhetorical error, of course!

Lage: Did it affect the outcome of that meeting?

Stern: Oh, I don't think so. It didn't, not really, because the meeting didn't have an outcome. It was one of those academic meetings without closure. They go on forever and ever. But it seems to me, as I've learned--I haven't paid it much attention. When you retire, you go off and you do your thing, which is something else again. But as I understand, the School of Business at this point really wants at this point to go its own way much more urgently than it has in the past, and I can predict--if you will, I will predict that if it does, and it probably will, it won't succeed.

Or I'll put it a different way: it will succeed only in part, and it will discover that it can't do all those things that it thought it could do and make a lot of money for itself, for the reasons I've given already, namely that it's a bore. This is hard work, and dull work. Who wants to do dog's work when you can be a star? And so if it were up only to them (professors) to be stars, sure, that would be fine.

I was perfectly willing to give them the opportunity, and it seems to me that's perfectly okay. We took our name off their announcements and so on, all those things. That didn't bother me. I'm perfectly willing to do that, but I'm damned if I'm going to do dog's work without getting paid for it. That's what I had in mind.

So that really sums up the situation in general terms. There were lots of ins and outs to it, which I don't think are worth recording here.

The College of Engineering, UC Santa Cruz, and Extension

Lage: Were there other schools, besides the ones we've talked about, that you had any--

Stern: Complications with? We had differing relations with different professional schools, some of which were pretty good. As I've mentioned, the engineering school we had a good one. We had and still have a professor in engineering who is director of continuing education in Engineering now, Ed [Edmond V.] Laitone. Ed's emeritized, he's part-time, but he's very effective, and still is.

Lage: So he works for Extension?

Stern: Yes.

Lage: And he's a professor of engineering.

Stern: He's professor emeritus in engineering, and he's not doing any teaching in engineering except occasional lecturing. He's a specialist on aircraft design, and he lectures all over the world in that, still. He's a man now of seventy-eight, I guess. Ed's four years older than I; yes, he's seventy-eight years old. Still very effective, very effective, and very good. Very good man; extraordinary. He is on 10 percent salary, and he's very useful for us. When he wants to go--I hope he doesn't--I hope that we can find somebody as good as Ed to do the job.

Now, that was the pattern that was established many years ago, and it was established on a 50 percent basis a long time ago. And why it's been reduced to 10 percent is simply because Ed was in this job for about eight or ten years--must be twelve or thirteen years--and as he was doing the job, this was useful for him and useful for us. It's a big program, and it needs somebody who is going to be actively responsible for it, and his function was really to relate to the College of Engineering and to bring new plans to Extension and so on.

Lage: And then you have another full-time person who's actively--

Stern: Oh, yes, Dick Tsina, who is vice chairman of continuing education in engineering. It's a big department. It produces about 400

courses a year, 200 a term. It's an important revenue source, and very important from the point of view of the College of Engineering because that peer relationship which is established is crucial to them. They've recognized this. Indeed, they've articulated it very well. As a matter of fact, if you want to see it, you can look at that--did you ever see that videotape I had done about four years ago?

Lage: No.

Stern: There's a videotape, I'll bring it to you, in which what's-his-name, Andy Somebody, who's a professor of engineering and chairman of their industry committee, points out how important Extension is for them. But this was really attested to when we had a major jurisdictional conflict with the campus at Santa Cruz, which I think I've mentioned.

Lage: Yes, we talked about that.

Stern: And at that point, the College of Engineering made it clear that this was very important to them, and the chancellor then, Michael Heyman, said, "Why don't you check out and see how much money comes in from firms in Silicon Valley?" And they discovered that \$33 million came in to the College of Engineering in five years from firms in Silicon Valley. Well, that's impressive.

Lage: So there is that sort of bridge-building to potential donors.

Stern: Oh, yes, that's it. It's very crucial.

Lage: But you lost that program. Is that correct?

Stern: Yes, that's right. Lost it to Santa Cruz.

Lage: And Santa Cruz doesn't have an engineering department. So what do they draw on for their instructors?

Stern: Well, they draw on professors from Berkeley. They draw on people in the field. This is after all a rich professional field outside the institution, remember that. And they do a pretty good job, as I gather, at this point. I'm just sorry that there's no combination which would represent the institution in a better way, but that's the way it is. It was the decision of the President's Office to assign it to Santa Cruz.

Lage: Did you have a lot of active lobbying with the president himself, or who was the decision-maker?

Stern: The decision-maker was, ostensibly at least, the executive vice president. He made the decision, but I'm sure that Dr. Gardner had something to say about it. I would be surprised if he hadn't. Because essentially, it derived--as far as I can tell; this was never stated--from a general policy that the president had embraced to strengthen small campuses, which is a perfectly reasonable policy, but I think they could have been strengthened and at the same time not lost the quality of institutional involvement and reputation. I don't mean Berkeley; I mean the University's. Because I think it would have been far stronger if Berkeley had been involved. Heads should have been pushed together. I was perfectly willing, but Santa Cruz was not, to have a joint offering. But that was not agreed to.

So I said, "Okay, that's the way life is, and we go our own ways." We do a pretty good program now out of Redwood City, Menlo Park, and get lots of people from down there. So there it is.

Lage: We may have come to a good point to stop for today, because we've talked a lot about relationships within the University.

Stern: Yes.

VIII CAMPUS AND STATEWIDE GOVERNANCE OF BERKELEY EXTENSION

[Interview 7: August 27, 1992] ##

Chancellor Bowker's Administration

Lage: Today we're continuing to look at the Berkeley experience, and I wanted to start by asking you how Extension was affected by changes in campus administration. We have Albert Bowker as chancellor when you came in, and then [Ira Michael] Heyman beginning in '80.

Stern: Yes, that's right. Well, Al Bowker's a nice man. I reported to him at first, and then he shifted me to the vice chancellor, who at first was Mark Christensen, wasn't it? And then it was Mike Heyman.

Mark's a very sweet man; I like Mark. Nevertheless, his style--the style of the people to whom you report can become an issue. To some extent it derives from the discipline from which they come.

Lage: That's an interesting concept.

Stern: But not to a great extent. I think mostly it derives from personal characteristics and workload. Continuing education typically is low on the totem pole of academic concerns of an academic administration, and nevertheless, it represents something which involves quite a large number of people, certainly a large number of students, because we have twice as many students as there are regularly enrolled in degree programs, undergraduate and graduate.

So it has that importance, and, as I've said before, it hasn't been honored, and I'll go into that a little bit later. I want to make a point about how short-sighted the University of California is--not this campus as much as the University--about not using continuing education. I want to talk to that very specifically.

But for now, you ask me about relations. There's not really much change. I think it depends upon the--

Lage: Talk a little bit about this idea of personal style, how it affected you.

Stern: Well, personal style. Mark's style was to be, I think, worried, more than anything. He was vice chancellor for only about a year, year and a half, I guess. Maybe two years, I don't remember. And then he was translated to the higher sphere of being the chancellor at Santa Cruz.

But my dealing with him was fairly straightforward. I would just write him a note, come to see him, and say to him--well, I didn't have too regular meetings with Mark, but I'd write him a note saying, "Unless you say this is contrary to established policy or your wishes, I'm going to do the following next Friday." And that was a way of handling Mark.

Lage: On what kind of a thing would you feel you needed to report?

Stern: Well, I think anything that affects policy. Any kind of a large activity. If we were going to spend a great deal of money doing something, or if it represented a serious personnel decision--if I were going to lay off eighteen people (which I did once), I think I'd consult the administration on it.

There are problems affecting union relations, problems affecting personnel policies, and so on. They wouldn't have to spend much time on it--that is, the vice chancellors to whom I reported consistently.

I had one significant problem with Mark which I fortunately resolved favorably, in the way I wanted it to be done, not at first the way he wanted it to be done. I think workload impelled Mark to try to find a way to pass the buck and he wanted me to report to George Maslach, who was, I think, provost for the professional schools and colleges.

I said, "No! I mean, what we have is a program which goes far beyond the issues of professional schools, and it's crucial for the dean of continuing education of University Extension to report to you as the senior combining official. Continuing education is on a par with undergraduate study or graduate study, and should be thought of in those terms, and even though it may seem in disciplinary terms, regardless of where people come from, to be something adjunct to the institution, it ain't. It's part of the institution, and it's a growing part of the institution."

And so maybe simply by talking loudly and long, and arguing the case, which I had to do for a couple of months--

Lage: Just to him personally?

Stern: --he accepted. No, no, it went to the chancellor, and it was discussed, I'm sure, in the chancellor's cabinet. I didn't have to make a case in any kind of formal way finally, but they agreed that that's the way it should be.

I pointed out also that I made a relatively small impact on their time, so it was important from the point of view of relations with the several schools and the departments and the Academic Senate to have that reporting structure.

Lage: Because nothing else quite made sense?

Stern: Nothing else made sense. If I were to report to the vice chancellor for professional schools, what about the whole program we undertook--which we did, we had a few thousand students anyway--in undergraduate part-time courses? What about our relationship to the Department of History? What about our relationship to all departments other than the professional schools?

I grant, and I think it's very important to note, that continuing professional education is a crucial role here at Berkeley, and is a growing role, continues to be a growing role--it really picked up in the sixties, the end of the sixties and beginning of the seventies. It is growing and I think it is the crucial role finally in continuing education looked at in the long range. But for the dean of continuing education or Extension to report to the dean of professional schools is not sound. And it will not be sound in the future. It will be less sound. I was seeking really to preserve the future as much as the present.

Chancellor Heyman's Administration

Stern: Then later when Mike Heyman was chancellor, he had me reporting to an assistant vice chancellor, Andy [Andrew] Jameson. That was fine. I don't object to that. But I want to report to the office of the vice chancellor, because that is the vice chancellor. The academic vice chancellor should have a direct control, an immediate control, over continuing education. This is as important for institutional policy as it is important for continuing education. It's not a status consideration. I think it's an organizational principle of

the first importance, and I think it has to be reinforced in every large research university in the United States.

There is a tendency still to regard--although it's diminishing--to regard continuing education as a Cinderella stepchild, and it doesn't matter to whom a dean of Extension or continuing education reports. And there is, as I would also want to discuss the theme if I haven't before, of centralization and decentralization in institutions, and that's another crucial issue to be discussed, because it affects the future of continuing education and should be borne in mind by not only my immediate successor but my successor plus one, two, and three, as to what the future of continuing education is going to be on this campus, and any large research university campus in the United States.

Lage: Should we do that now while you're on it?

Stern: No, not yet.

Lage: We'll come back to it.

The Entrepreneurial Nature of Extension: The Dress Business or the Publishing Business?

Stern: My experience with these people has been different. I think that my most satisfactory experience--my experience with Mike was perfectly fine. Mike's policy with continuing education, I don't think he'd deny it, is one of benign neglect. He doesn't care much about it. I don't think he still cares much about it.

Mike's attitude is expressed by the colloquy we had when he took over as vice chancellor, and I came into his office. He said, "You know, I've taught in Extension, I've given lectures, I've given seminars--" you know, he's a professor of law and land-use policy, and professor in both the College of Environmental Design and the law school. He said, "But I still don't know really what you do."

Which is not uncommon among the professoriate. They teach a given course, but because they're disciplinarians, they're concentrating as they should on their own subject. They don't pay too much attention to what else goes on. Well, a hell of a lot else goes on! So Mike said that, and I explained what we did, which was to launch courses and programs and certificate programs and ad-hoc courses and invent things, and really, we were

entrepreneurial to a great extent. Our activity was really very chancy, although we managed on the basis of our experience to make sure that we didn't lose too much money at any given point. And indeed, we haven't.

And he said, "I get it, you're in the dress business."

Lage: In the dress business?

Stern: In the dress business. That is to say, you launch a new theme every season, and if you're lucky, you come out okay, and if you're not, you go broke. That's the dress business.

So I said, "Well, yeah, maybe." But really, we're more like the publishing business. If we were to make an analogy to another field, I think publishing is much closer to what we do than any other field. That is to say, a publisher has a general theme and is identified either as an academic publisher, as is the University of California, or an omnibus publisher of everything--trade books, textbooks, what have you, and some lightweight, some heavy--or has a list like Alfred Knopf, or has an even more imposing list as some publishers try to do and so on.

And what we have is, we're omnibus continuing educators. Ours is a catholic approach, which is the point I was making to Christensen, you see. It is universal. We have to relate to every department of the institution, all the academic activity of the institution. The University has a broad program. A large research university doesn't have one main line, although it may be identified for certain strengths as against others. But it generally covers the waterfront of academic activity. It has a little bit of something for every field, or should have pretty much, as much as possible.

It may select out, particularly in times of trouble, it may decide to dump this school or that school, and our own institution, I think, will have to do that in this period of the late nineties, because I don't think that the state of California is going to ease up, and I don't think that the depression is going to get over very fast. So that we may see that.

And at the same time, a breadth of interest is represented by the continuing education program. So publishing is the closer analogy than the dress business.

Lage: But the publisher also has to have her ear to the ground to see what will sell.

Stern: Yes. And that I think is very important. We have to have our ear to the ground, not only in terms of immediate fashions as does the dress business, but we have to have our ear to--we have to take deep breaths, if you like, of the circumambient cultural atmosphere and decide what is going to be with us for several years. Not for the very long pull, because that is not our forte. The very long pull is decided by history itself; it's not decided by any kind of entrepreneurial efforts. You have to adapt to the very long pull, and there are modifications that come along. There are certain constants in programming, of course.

Evaluating Mike Heyman and Rod Park

Stern: But going back to relations with vice chancellors, when Mike became chancellor, which was a happy thought for the institution, I think--I certainly regard him as a really first-rate chancellor, a really prime chancellor--

Lage: Are you looking at it from an overall--

Stern: If I look at it overall, I'm not comparing him to Al Bowker, I'm not comparing him to Chang-Lin Tien. But I would think of him in terms of an experience of ten years as I saw him, and he had the characteristics I think that really met the circumstances and the time, and I think that his choice of a vice chancellor was inspired. I think Rod Park was, of all the people I've ever reported to in my life, my professional career, just now forty-six, forty-seven years, Rod certainly exemplifies the most lively intelligence, the most acute awareness, really a heightened sensitivity to the kind of undertaking that we're engaged in in continuing education.

And I think as a vice chancellor, quite apart from his attitude toward continuing education, he had hold of the basic problems that Mike and he had to face, and he was, I think, a surprisingly--no, it wasn't surprising. It didn't surprise me after I first got used to him. But he was a startlingly good administrator, in terms of getting things done that had to be done, and without any kind of self-dramatizing nonsense. He's a professor of biology, he's a professor of--what is it--molecular biology, I guess, and now plant physiology--

Lage: It was botany, but now--

Stern: Yes, it was botany, and now is plant physiology, and that shows again the transition that goes on in so many disciplines, which is

again an area of awareness for continuing education. Again, if I make a digression, I would point out that if you look at the catalogue of this institution or any large institution, just by the names of the changing names of departments over the last fifty years, you see what's happened in the field of biology totally.

If you do that not only in the hard sciences and natural sciences, but if you look in the social sciences as well, if you look across the field, there's hardly a single departmental name that stays the same, and if it stays the same, the activity that goes on in it after fifty years is strikingly different from what it was.

Lage: But the reorganization of the biological sciences represented a wrenching change, too.

Stern: That's right. It represents a wrenching change, but notice the wrenching change and notice the change that really, I think, more than anyone else Park was responsible for in getting done on this campus. The field of biology having been decentralized, profoundly decentralized, atomized if you wish, then you have to bring it back to a combinant image, a field force, if you like. The life sciences become a combining element--this is a tremendous intellectual, conceptual achievement, and it has to be a conceptual achievement before it becomes a literal activity, with change of names and the movement of people. I think it's a striking achievement.

And I think the other major achievement of the administration with Mike and Rod was affirmative action. I think that too was a striking achievement. You know, you can never prove a negative, but if I were to look at this campus as an administrator and realize what the goal of an administrator is, the goal of an administrator is the less drama, the better. The goal of an administrator is to get things done, bring things forward, improve the situation, so that when you turn over an activity to your successor, you're turning it over in better shape than you got it, and with more vigor and energy.

I would say that Mike Heyman and Rod Park did an absolutely marvelous job. And in those two areas, the most significant areas. I can't think of any other areas in which there was failure or weakness. There undoubtedly are, but they don't occur to me, because I'm really quite impressed with the successes, the really major successes. And they were such successes that really they haven't surfaced. It's amazing, and it's an administrator's success of great consequence.

In addition to which, Mike particularly had a great achievement in fundraising, and that's marvelous. But fundraising is to be expected, you see. It's to be expected. These other things are not to be expected.

Lage: When you say affirmative action, are you thinking of diversifying the student body?

Stern: Diversifying the student body. Well, that's a marvelous achievement to have done this, with as little affect, with as little negative drama as was done. It's a striking achievement. And you know, as I say, you can't prove a negative. The administrators don't want to have you prove a negative. They just want you to accept.

Well, finally they do want to have some approval, and if my voice in this little oral history discourse is a voice to affirm that, let me tell you, I think that they've done a marvelous job. And I can say that with particular accuracy in view of the fact that they're no longer there and I'm no longer there. [laughter] So I can say that I think they did a great thing.

Lage: Just in your dealings with Rod Park, can you describe why he was a good administrator?

Stern: He has an instant recognition of what the problems were. He was capable of making quick decisions, and rarely made them incorrectly. He did not shoot from the hip. He made some people unhappy on this campus, I know. But that was because he made decisions, and when you make decisions, you're going to make some people unhappy. Made me unhappy a couple of times, but that doesn't minimize my general sense of the quality of his activity, his performance. I think it was first-rate.

But he also had a sense, a rare sense, of continuing education's function in the university. He had the sense to understand how to use continuing education, and what he did was to let me do, and to let us do, what we should do in continuing education without intruding on us unduly, without menacing us with what I take to be penny-ante critiques of quality and non-use of qualified instructors and all that kind of nonsense.

Well, of course, we anticipated this several years before by creating our own Academic Policy Committee, which I think I've commented on, and so we had anticipated the Academic Senate's attitude.

He had a sense, too, of leading a campus. He didn't lead this campus from behind. Neither he nor Heyman did that. And they

didn't get out so far in front of the troops that the troops rebelled and said, "We won't follow you," which has happened in many cases in several places. And they didn't fall into the trap, which is terribly worse even, of not leading at all, kind of being what I think of as a Bush-university president. I use that word--

Lage: [President] George Bush, you're speaking of?

Stern: No, I use that as a pun, in both senses, if you like.

Lage: Oh, I see. [laughs]

Stern: Bush league.

And so no, I think that if I were to say my experience, which is really the last ten years of my tenure, except for the period when John Heilbron took over as vice chancellor and Tien became chancellor, which was just about two years, that was the bulk of my tenure as dean, it was extraordinarily happy professionally in that sense. My relations with the people to whom I reported were very, very sound.

The Western Consortium for Public Health: Some Words of Caution

Stern: Mike had a sense of policy as well. I would say I remember particularly an instance when, as vice chancellor, he called me and asked me if I had any objections to the School of Public Health joining with schools of public health in the University of Hawaii and UCLA to develop a program of continuing education, and I said, "I sure do."

He said, "Well, then, we have to talk about it." And he brought together the dean of public health, who was then Warren Winkelstein, and a whole supporting cast from that school, and I felt pretty lonely there, because I was all by myself--

Lage: You were the only one in Extension.

Stern: And then I've forgotten now whom he had--Joyce Kallgren was his then assistant--and he, Mike, sat down. So we opened up this whole discussion, which was very amusing, but it settled down to be the involvement of University Extension in all three institutions with the public health schools in the administration of this program, which went on for about fifteen years until finally I guess--as a

matter of fact, it was still on board the year I retired on the board of directors of this Western Consortium for Public Health.

Lage: So did it end up involving the University Extension program?

Stern: Yes, it did, and I represented University Extension on the board or as vice president or as treasurer. I was treasurer all the time, I can tell you that, which was helpful to them. What was also helpful I think in the experience for the schools of public health, which they acknowledged, profoundly acknowledged--the succession of deans acknowledged it, not only here but at UCLA and Hawaii--Hawaii finally backed out of the arrangement, an interesting experience but not germane to this conversation--the contribution that we were able to make was one of marketing skills and telling them how to do certain things, and they have created I think an eminently sound adjunct agency, the Western Consortium for Public Health.

Lage: And who did they target to?

Stern: They targeted professionals in the field. These days--it settled down finally to be essentially an activity which combined research and then a certain degree of high-level professional training of public health officials, public officials. The research was sometimes international in scope, and sometimes we were responsible for certain kinds of programs of training overseas, birth control programs in both Bangladesh and Nepal, and so on. So it was a very useful experience I think generally acknowledged to be helpful, mutually helpful, and an example of working together, an example also for the record I think of future-directed organizational framework.

My own self, I would raise certain questions with the institution in the sanctioning of an external consortium arrangement on an indefinite basis without review.

Lage: Is that the case here, without review?

Stern: Yes. It has not been reviewed, to my knowledge. The only aspect of review that has taken place would be review within the public health community, that is to say, the deans on the faculty of public health both at UCLA and at Berkeley. But the university, the campuses, as far as I know, have not reviewed this activity. And my own advice to the present administration of Chang-Lin Tien and John Heilbron would be that, while you may endorse this activity, and I think it's very probable that you should, I think it would be very wise to review such activities. They exist apart from the institution, and when they grow to a certain point where they have, as all consortium arrangements do, a life of their own, I think it's a significant question as to whether or not there

shouldn't be a very definite review process established, not only in the field of public health. I do not believe it is intrusive to review it from an institutional point of view.

This is an oral history which may or may not ever be on the desks of a vice chancellor, but I think that what I'll do when I get a copy of it, I might pass it on. [laughter] This is said without malice. I say it without any kind of negative expression about the activity of the Western Consortium. I think it's an important activity. Should go forward. But I do think that there are institutional interests which are represented which require review.

In reality, there are serious questions of governance involved, serious questions of institutional policy, which transcend the interests of public health schools or any professional school. Indeed, I would generalize that too often in universities--and this is part of institutional history going back to the Middle Ages, I think--too often there are instances in which the university administration is subordinated to the separate interests of individual professional groups. Speaking as a university person with my university statesman's hat on, rather than my Extension dean's hat on, I think this is most important for institutional administrators, central system-wide administrators and certainly campus administrators, to consider very carefully and to control to the extent that they deem control desirable.

Lage: Very good.

Stern: End of sentence.

Lage: Okay, well, that's a good example, there. We were talking about how Heyman handled things, and that was one of your--

Stern: Yes. I thought he did that very well, and he came to a happy conclusion. He has negotiating ability. I hope he gets to be a federal judge with the Democratic administration. I want him to be a federal judge.

Lage: You think that's the best place for his talent?

Stern: For Mike? I think that he would be a great judge, and I would like to see him on the circuit court. I think he'd make a fine Supreme Court justice, I really do. But that's for the future. We now speak, and it's October--where are we?--we speak in August of 1992, and we still have many days to the upcoming election, and who knows how long that will last after that, four years or eight years with--who knows what history will tell us, the future.

Attempts to Move Extension Off-Campus

- Lage: Now--it must have been while Rod Park was vice chancellor--wasn't there an effort to move Extension off campus? I think Gary Matkin told me about this.
- Stern: I don't remember whether--
- Lage: You don't remember this effort--
- Stern: Well, I remember the--
- Lage: --down onto San Pablo Avenue--
- Stern: Oh, yes, that episode. Well, that was absolutely absurd, and it was the work of a nice woman--whom I think of now as a nice woman, but I used to think of her as a dragon lady, and sometimes I think she still may be. But now is a perfectly pleasant lady.
- Lage: Who is this person?
- Stern: I'm trying to remember her name--Freudian--
- Lage: I think we have to turn over to the other side, so while you think, we'll turn.

##

- Stern: Yes, this was, I guess, when Mike was either vice chancellor or chancellor, I don't remember which, Dorothy Walker, who is what, planning director on campus? [Associate director, Campus Planning Office]. She came through with the notion that we should be moved down to San Pablo Avenue.
- Well, my staff greeted this with just dismay, and I--
- Lage: What did they want to use your offices for?
- Stern: Well, I've forgotten now, but they had high purposes like, "Let's make sure that really sound institutional work gets done here rather than this kind of peripheral peccadillo of University Extension, continuing education." My goodness.

So San Pablo Avenue, which was really a warehouse situation, down south of Ashby [Avenue] in Oakland was thought to be, "Well, sure, why not. That will do for them." And I had to fight it, and fought it successfully.

Lage: And how did you fight it?

Stern: By saying it was outrageous and stupid, and that I don't particularly wish to lose my female members of my staff because they're exposed to attack and rape. So I kept saying this. It's a warehouse! It was an absurd location. That's one dimension.

The other dimension is the more pertinent one; rather than the issue of safety of staff, the more pertinent dimension is that a continuing education activity should be based on a campus. It does not have to be in the heart of the campus. In fact, in our particular topographical situation, our campus geography, calls for it to be just about where it is: on the edge of the campus, near to BART, near to lines of public transportation.

In fact, as I said, it should not be at the heart of the campus. A much more sensible solution would be to transfer the whole operation to San Francisco and treat the campus as adjunct to San Francisco.

Lage: Would you have gone along with that, are you saying?

Stern: If I had to, sure, but we already have a center in San Francisco, so it would have been no difficulty in doing that. Roughly half the program at that time was undertaken in San Francisco, and half was undertaken in Berkeley. Well, not quite that, because we did many things outlying, but I would suppose it's 40-40-20, if you like, in percentage terms.

But the reality is that the identity of a continuing education program is best maintained, both in the campus's interest and the university's interest, and in the Extension interest, by maintaining that sort of campus-related presence. Now, in fact, our campus-related presence is not as large as in some cases, in some places, some universities, and indeed it shouldn't be. We have as you know programs in the South Bay, we have programs, indeed, in Diablo Valley. Jurisdictionally, we're authorized to give programs right up to the Oregon line on the coast in all the coast counties, but there are few people there so you don't get many programs up there. We do occasionally.

Lage: Did Rod Park negotiate this agreement, or did it not get --?

Stern: No. I think Mike was still the vice chancellor at the time this came to a head and was decided. I can't remember. In any case, it was not--

Lage: It wasn't a hard fight?

Stern: Well, it was a hard fight. Dorothy Walker is no mean antagonist, and I don't think that she would object--indeed, she'd probably feel flattered if I said that she had a sharp tongue. Yes, I'd say she had a very sharp tongue, and so I had to have my own sharp tongue. I'm usually good-natured, easygoing, pliable--except when things get tough, and if things get tough, I'm going to fight back. I'm not going to roll over.

Lage: Is this the streets of New York coming out again?

Stern: Well, I suppose so, yes. But in any case, I rather like Dorothy, as a matter of fact. [laughs] But then, I don't dislike people because they're feisty. I would be hard put to dislike--what kind of affection would I have for myself under those circumstances? [laughter]

So in any case, that was one of those interesting local struggles which has roots obviously, as so many of these struggles do, not in personality difficulties, but has roots in very important policy points. I won't fight it--

Lage: Well, was hers a policy point, though? Was she making a policy statement?

Stern: She was making a policy statement, a negative policy statement out of ignorance. She doesn't know the importance of continuing education or its reference to a campus.

Lage: Was it that she needed space, and she thought--

Stern: She made her policy decision, the important point that she was making was that we needed space for activities, and she was in the hard spot, between the rock and the hard place, which is fairly constant on this campus, of finding space for programs. That's her assignment. So I don't blame her for all of that, no. But then, I'm sure she doesn't blame me for saying no. On the contrary.

President Saxon and Extension

Lage: Did the changes at the statewide level administration affect Extension, when [David] Saxon came in and then [David] Gardner? Was there any--

Stern: David Saxon--let's see. Charles Hitch was president when I came on board.

Lage: And Saxon came in in '75.

Stern: Mr. Hitch I think is a very pleasant man. I think he was a very interesting president, a low-key personality. And when David Saxon came on board, David Saxon's a nice man--it's interesting to see how nice some of these people are, very nice. David--and he was also in his odd way favorably disposed toward Extension. I say in his odd way: he had been vice chancellor at UCLA, and my colleagues at UCLA were somewhat alarmed when he became president--

Lage: Because they didn't think he was favorably disposed?

Stern: Well, yes, because their experience of him had been that he was not too favorably disposed.

But on the other hand, I think that David Saxon was a benign neglect--no, it wasn't benign neglect--every once in a while, he was actively involved in things of value and importance, but he was always a penny-pincher. I remember that so well. [laughs] I remember, we had a program in conjunction with the Asian Museum in San Francisco, a China exhibition they had on. So we mounted a program on that exhibition, which was undertaken there.

It was very successful. Indeed, it was then undertaken by my second wife, who was not a staff member but she was sort of an honorary unpaid staff member. We still had issues of nepotism at that point. So I hired her for nothing to do this, and she did a fine job building up--

Lage: Because that's the field she'd come out of.

Stern: Well, yes. She was a curator in the Detroit Art Institute.

So she did this program, and there were about 450 people enrolled. It was a lecture series, you see. It went very well. The last session, I decided we should really give them a blow-out--a private showing of the exhibition. This was before the museums got wise to the fact that they could charge an arm and a leg for this kind of activity, so they only charged I think it was \$1500 for this. And, it was a private showing. We only had 450 people, and it was going to be two hours.

We obviously had the opportunity to spread our wings and invite other people. So, whom should we invite? So I invited the faculty of the University of California at Berkeley. We sent out invitations to all the faculty members. All the tenured faculty of this university got invitations, and something like 700 of them accepted the invitation, including the president, Mr. Saxon, and his wife.

So David came over. [laughs] I also laid out some cheap champagne for the event, had about twenty-four cases of champagne. You know, you have to have a lot of champagne for that large number of people. It didn't cost much. He came over, and as he was drinking champagne, he said, "Where'd you get the money for this?" I said, "Not to worry, not to worry, Mr. President! It's okay. This was a great success, and we got it out of the income from the program itself," which reassured him to some extent.

That was the kind of thing that we did then, which these days, in times of limited resources, we would not do. But those were happy times, and I still think it's entirely legitimate to expend on a certain kind of amenity--as a matter of fact, it wasn't terribly much--the kind of thing that would really make points for the program. And indeed, I think it was important and valuable. It exposed 700 faculty members, many of whom wrote to me and said, "Gee, I never knew Extension did things like this." It was a great occasion.

Lage: It was well worth the expenditure.

Stern: Oh, I thought it was well worth the expenditure on that basis, of telling them what we did and so on, because I also took advantage of the opportunity to have catalogues right there and various program announcements, and so on.

This event also raised the question of freebies, free admissions, for faculty members or their families, which is always a trying question.

Lage: Free admission to class?

Stern: To classes, yes, programs. Because after all, we're a self-support enterprise, and while I think I would like very much to do that, we have to respect certain standards of our responsibility in view of the fact that while we're not supported from public monies, we're not really free to be overly generous on an individual basis to members of the faculty or staff, because not only is it a matter of opportunity--after all, the University is supported by taxpayer money, and for one branch of the University to go overboard in favoring another branch seems to me to be a question of dubious policy. I wouldn't make any hard and fast rules about it; administrators shouldn't make hard and fast rules about many things. A few things they should, yes.

So that was an interesting experience with Dave Saxon. I found him as a person very attractive, very nice. I like Dave. I remember at this point I developed a policy of inviting people to come to Oxford. The president of the University was co-president

of our Oxford program, with the then-provost of Worcester College, who was the other co-president of the program. So naturally, it seemed orderly to invite him to come to inspect the Oxford program, and Dave Saxon came with his wife, we had a very pleasant time I must say; it was a very enjoyable experience and he liked it.

Let's see. Mike didn't come, but then he delegated people, and I also invited the chancellor regularly to come. Mike came once, that's right. But then he delegated various people, and so it became rather a nice thing for a member of the chancellor's staff to do, to come and review.

Did it pay off? You might think of this as patronage, but it had another dimension, too. Indeed, it was very valuable in terms of informing rather significant members of the administration of what exactly goes on in University Extension, whether abroad or here. And indeed, I remember Errol Mauchlan came over once. He was then assistant chancellor--

Lage: For budget, or something.

Stern: For academic planning and budget. Errol did us a world of good because he said, in that lovely Scots accent of his, "Well, what do you want me to do?" I said, "Well, talk to students, get the sense of what they're like, and tell me what you think. What are the problems, and what are the satisfactions, and so on?" So, he did, and then after which he said to me, "You know, you don't have enough younger students. You don't have enough undergraduate students here."

"You know, our purpose is adult students, but we have a few undergraduate students." "Well, why don't you have more? It's a great opportunity for them." I said, "Because it's hard to get lists." "I'll take care of that," and so he made sure that we got proper lists from proper departments, and so we increased our undergraduate participation by 100 percent. Instead of having eight or ten people, we'd usually have about twenty undergraduate students at this program. Typically, we would have at any--we had two three-week sessions of about 130 or 140 each, although it's gone down lately. Competition is increased. So we'd have about twenty youngsters in each of those sessions.

Lage: And how many adults?

Stern: Oh, the other about 100, 120. So that leavening was very good, and very useful for both sides. I believe in the intergenerational classroom in many cases, just as much as I believe in the fact that older people, just as teenagers do, should have a refuge of their own, like a center for learning in retirement, to call their own.

That really was part of the give and take of administrative decision, where you do have a certain latitude to involve people usefully for the sake of a program, which we did.

The Overlooked Public Relations Value of University Extension

Lage: Now, what difference would it make to have a sympathetic president? Does it affect your budget, or--?

Stern: Well, no. There was no budget implication. But I think that the fundamental issue is one of institutional policy, and indeed, in the case of the present president, Mr. Gardner, Dave Gardner, was vice president twenty years ago for Extension, among other things, of this university. So he's familiar with Extension. So it became very important when there was a constant push, as there has been over the years, for a change of basic institutional policy with regard to who is to provide continuing education, whether it should be done by a centralized Extension arm on each campus, or whether it should be provided by no matter whom across the board, anybody and his brother or sister who wanted to give continuing education, whether a Bernie Gifford in the School of Education wanted to do it, or the faculty of the School of Business. Or anybody else. And policy line has held consistently on that over the years, and I think that's owing to understanding on the part of the central administration, particularly by the president, of the importance of this--

Lage: So the president gets involved even when it's a kind of a campus--

Stern: That is a policy matter of the [statewide] University. It's a policy matter of the University.

Lage: So you can always bring that up if there's a campus challenge.

Stern: A campus can not, so far. They haven't delegated this policy-making ability to the campus as to what to do about the provision of continuing education. And the last instance of that was in 1984, during President Gardner's tenure, when there was a vice presidential reaffirmation of that policy made to this campus, and the instance was--I can't quite remember whatever department wanted to go its own way, and they were denied this right by the vice president, William Frazer, saying to the chancellor, "It can't be done. It's contrary to institutional policy,"--by letter, official.

Lage: So it's important to have the statewide administration understand--

Stern: Well, I think it's terribly important to understand that the provision of continuing education is a statewide concern, a very important and valuable asset to the University, that continuing education on all our campuses adds up to a total of 350,000 or 380,000 students a year who are citizens of the state of California--by and large, most of them, almost all of them--who are willing to pay good money, and remember that that's a total of more than \$100 million a year that comes not from the state but comes from the citizens, taxpayers already, willing to pay it because it gives them what they need. And generally speaking, quite satisfied with what they get.

It's a terribly important part of institutional public relations, and from the point of view of the University, a neglected part of the institution's public relations. That's a letter I will send on to the president--I'll send it to Jack Peltason, who's going to succeed Dave Gardner, because David agreed that this is helpful, but he didn't go past that to really do anything about it in his tenure.

You know, when I say this, I'm not arguing that he should have gone out of his way to do it, because he's got a busy agenda, too. But I am saying that in the long run, it's important to develop a strategy for influencing the public, the press, the media, and the legislature about the contributions that are made by the University of California, contributions that go past scholarship, past research. Several million people, several million people over a decade, any decade, several million different people come to the University, pay money, and because the University exists and is supported by the state, it has the ability to deliver the kind of instruction that these people need through continuing education.

I think that's a crucial element of public relations on the part of the institution, and as I say, neglected, not only here but generally speaking throughout the United States. There are very few instances in which I see the reverse. University of Georgia, which has a relatively undistinguished program of continuing education, which certainly doesn't amount to a hill of beans when it comes to the typical long green measure--money--the budget is only about \$3 million, much of which is contributed from the state, it's not that entirely self-supporting. But the university promotes itself to the legislature in major ways, saying, "Look what we're doing for the state of Georgia!"

But in the country at large, there are relatively few instances of that. In a very profound way, the University of Wisconsin does it, with a very distinguished program. But by and large, this is an area of neglect, and I regard it essentially as an aspect of heavy burden, reliance on stereotyped images of

continuing education, stereotyped images out of the past about what continuing education is. And at its best, benign neglect, which I've come to understand is a pretty welcome state of being for continuing education.

University Neglect of Tremendous Potential for Continuing Education in the Professions

Stern: But I would love to see, at the price of certain intrusion on the work of continuing education, I would love to see institutional recognition of not only its public relations value, but of its educational value, and its steadily increasing importance to the role of graduate faculty as they deal in peer education, particularly in the applied disciplines. This is of crucial value to graduate faculty.

Lage: Engineering, and--

Stern: Engineering, public health, wherever you turn, I don't care.

Lage: So that they get input from the working members of their profession.

Stern: Of course they do. This is of tremendous value. And one of the interesting serendipitous effects of regulation, meaning state relicensure and recertification of professionals, is increased attention to continuing education, and I think increased competence, if you like, not only of the professionals but of the people in universities. It increases their competence, too.

Now, one of the aspects of neglect has been the moving into this territory of continuing professional education of the professional societies, who in a few cases at least have already taken the play away from institutions. Most noteworthy is the field of accountancy, where you have an activity which generates money and enrollments for the national association of the AICPA, American Institute of Certified Public Accountants, of very, very considerable consequence, and local societies and state societies have effectively cut out universities.

Lage: Do the universities ever offer this, or are they just--?

Stern: We used to offer much more. We used to offer much more. This is a natural tendency which will continue to the extent that universities have not developed this activity. Now, where you have established professions, obviously this is much more common. Where

you have newer professions, the reliance on institutional relations is I think much more keenly felt by the people involved.

So that it's not a lost cause, but boy, it's a changed picture from what it might have been if this had been taken advantage of twenty-five years ago. The picture has changed markedly, and what you have is throughout the country, not only in--well, in accounting, you have requirements in some forty-eight states or forty-nine states these days, of the fifty states of the union. In other fields it's fewer, but growing constantly are the requirements for continued education of professionals to satisfy their right to practice. Unless they have it, they're not allowed to practice. And this is the way it is, state by state, in our country.

Lage: But Extension isn't getting in on all of that, just--

Stern: By no means, and for the reason that university policy has been absent, not so much that it's been negative, but it hasn't been present, and there hasn't been an affirmative policy. There hasn't been a positive policy on the part of professional schools. And this, for example, is where even now, university administrations can bring pressure to bear on their professional faculties to move into this arena more firmly than they have before, and they haven't done it. And I think that's a neglect of serious consequence which will have its effect on the whole provision of higher education in the future.

You've heard me use the word "post-tertiary." This is post-tertiary education which in my view, the University neglects at its peril. Tertiary is a word used mostly to describe undergraduate education. Post-tertiary is after undergraduate education, and more loosely, after all kinds of degree education. That's an English phrase, and they use it out loud, "tertiary education." Not post-tertiary. That's my invention. That's my great semantic invention--

Lage: Only one of them!

Stern: My gift to the field--yes, only one. [laughs] But it's the one I like best. As I said, it reminds me of Charles Sanders Peirce, when he discovered that William James was using "pragmatism" to define his (Peirce's) philosophy. He said, "Well, I'll call it something else. I'll call it 'pragmaticism,' which is an uglier word, and so it won't be used." Well, post-tertiary has been looked at by my immediate colleagues in the field of continuing education with a titter or two as, "What a silly phrase." But slowly, surely, they're beginning to use it themselves. "Grand," I say, "when you get wise, fine."

And when the institutional governors start to use it, then I will know that they have thought consciously about the developmental aspects of continuing education, not the remedial aspects, not bringing people up to snuff, not providing second chances for people who couldn't get a degree, but that whole field which lies after graduation, after you're supposed to have been educated--

Lage: But do you think that is more the role of the university, continuing education--

Stern: Indeed I do.

Lage: --than bringing people up to snuff in--?

Stern: No. I think that the role of the university in continuing education is that role. I think that the role of the university in undergraduate education, finally, as I say, putting on my statesman's hat, is to recognize that part-time degree education is the wave of the future, and there are going to be very few full-time students fifty years from now who are engaged in undergraduate education. I will not say very few; relatively few. I think it will continue, obviously. No, it's an extreme statement to say very few.

But at the present time--well, at the present time I'll give you this clue. Just in last week's Economist, this week's Economist, there was an item which pointed out that there were in Britain 237,000 mature students (that means over twenty-one) as against 231,000 who were less than twenty-one in British universities. Now, that's the wave of the future. Older is not necessarily better or worse. Older is the way it's going to be, under those circumstances, and older means many more part-time students, as undergraduates and as graduate students. It's already the case, as I've said before.

But that is not, to me--when we redefine, as we will in the very near future, continuing education, we will redefine it in the way I have given you, namely as developmental, and also in universities as post-tertiary.

Remark on this: that it is all developmental. That the people who are "second-chance" students haven't had it before, so they are not taking remedial courses. I think it's an insult to them to just characterize this as remedial. It's not remedial. Remedial education is when kids are dummies, and they need to take bonehead English--yes, they should have had it before, and now they're going to get it. Right. They should.

Or when faculty members need the same, as I've seen many in my time and place, as I've edited their copy, and not only in the hard sciences, believe me, not by a long shot. Felicitous use of language is not a gift that is shared by many American academics, believe me. Maybe it's not shared by too many people, frankly. But certainly not by many American academics. And yet it is a standard to which we should aspire.

Serving the Institution: Program for Freshman Students

[Interview 8: September 3, 1992] ##

Stern: The issue of governance in continuing education is, I think, a crucial one. In Berkeley we have, as you know, an independent unit. We are centralized and, as I think I said recently in a previous conversation, we are charged, and have had our authority reaffirmed in the last few years by the president's office, to provide continuing education, "to all but regularly enrolled students."

That means adults. It could mean almost anybody. It could also mean children deriving from the ancient heritage of University Extension, which is to extend the university outward, and in the history of the activity, not only here but in several public universities, notably in the Middle West, that extended to band contests in the summer, a great deal in the early years of the century and even before the beginning of this century, to contests among high school students, even spelling bees and so on run by the university, where that kind of activity was regarded as appropriate university relations with the public.

Lage: So the idea wasn't to have university-level education only.

Stern: The idea was not that. What has happened over the last century, I would say, has been a growth of a--without it being acknowledged at first, and perhaps in some cases not ever acknowledged--a growth of the concept that the university extension role was instruction of adults. But it didn't used to be, and that's the point I'm making. We still have a heritage of doing that which the institution calls on us to do.

And that's true even at Berkeley. Indeed, without our being charged with the responsibility for doing credit education, nevertheless the administration, with the consent of the Academic Senate, asked University Extension some ten years ago to undertake

a program for freshman students. Because there were so many applicants who were acceptable under the University's conventional standards, they felt that something had to be done to relieve the pressure. Inasmuch as they could not, by virtue of their house rules and bureaucracy and relations with capitulation and so on, admit more than X number of freshmen, they asked me to set up a program for the fall term for freshmen students who would then be admitted in the spring term to regular enrollment as freshmen students.

I said I would, and we did this as a matter of fact on a self-sustaining basis. Lost money the first time. I think I mentioned this before, but--

Lage: Not in any detail, though.

Stern: Not in any detail. These students were qualified. The way things work at Berkeley, the general run of students are admitted with--I suppose at that time it was about a 3.8 grade point average--and the students who were admitted to this freshman program were 3.7. So they were obviously extremely well qualified, and indeed, well enough qualified so that a longitudinal study made some years later showed that their record of retention and time to graduation, if you like, was better than that of the regularly admitted freshmen students.

Now, that, as I said, had the agreement and the approval of the Academic Senate.

Lage: And even the initiative.

Stern: Yes, I suppose you could say that there were some elements of the senate hierarchy who thought that this was a valuable thing to do to take some of the pressure off the institution. It was an administrative convenience as well, because what it did do was to provide a pool of acceptable students for the spring term which otherwise would not have been available as readily as they were. In other words, you didn't have to do much with these students. All you had to do was process them, because they had gone through a program of study which was the equal of the program that the regularly enrolled students had, and it is a program which is very valuable in that these students really are better off in many ways than regularly enrolled students.

Lage: What was the program like? Did they have less choice in their selection of classes?

Stern: No. They had really, I would say, not only as much choice or pretty nearly as much choice as regularly enrolled students, but

they had the advantage of no courses not available to them, which is not true for most freshmen. Regularly admitted freshmen sometimes can't get the courses they need on a required basis until they're juniors. But that's not the case in this program. The classes were available to them, and have been available.

That program started, as I think I mentioned, with relatively few students, very few students. In the first year, we lost money, as a matter of fact. It is done on a self-sustaining basis. But it quickly expanded over the next three or four years to 500 students, which I think was the absolute maximum. Indeed, I said I wouldn't take any more students, because it would destroy the modular character of the program. It would really interfere with that special quality that the program had. This was agreed to.

It represented, I think, a considerable convenience; it still does, because the program is still in effect and will continue to be as long as we have the problem of crowding on the campus.

Lage: Did they take regularly offered Extension courses, or did you--

Stern: Oh, no, not regular Extension. No, this was a special program mounted for these students, and indeed incorporating teachers who taught on campus in the same classes and so on and so forth. Obviously, approved by, vetted by, the appropriate arms of the Academic Senate.

Now we're speaking of governance, as I said at the outset, and that's why I use this as one program which is, I think, more understandable than most to academics. Academics look at University Extension programs and think that they're somehow or other rather esoteric and rather strange. And in fact, it seems to me they're so obviously needed that I find it difficult to think of them as esoteric. Academically esoteric is what I mean; they don't conform to the numbers that academics rely on. Everybody relies on numbers; academics rely on simple numbered clichés to make sure that students get through the hoops of--

Lage: You mean the numbers of the usually offered courses?

Stern: Yes. You know, Philosophy 101, and so on. And any look at an Extension catalogue shows that this is marketed, that is to say, it's calculated to appeal to students who otherwise wouldn't take the courses.

Now, this was not the case in terms of this freshman program, and so it was rather more obvious to academics that this was something that was obviously a collegiate curriculum, and a freshman curriculum, yes. "We understand that, and you're doing

well. You're doing well." And so naturally I was very much pleased to be told we were doing well. I thought we were doing well even before we did this program, but this they understood.

Role of the Academic Senate Committee on Courses

Stern: In any case, I should explain that the Academic Senate in the case of University Extension governs the quality. But not only does it have the responsibility to do so, but they haven't passed the buck. They haven't deserted the responsibility. I think I've mentioned what that process is. You have a Committee on Courses, and you have an Extension Committee, and as far as the processing of approvals, the Extension Committee is not involved. The Extension Committee is an advisory committee. The approval process goes through departments and it goes through the Committee on Courses.

Lage: Is that just for credit courses?

Stern: Well, we do it for all courses in practice. I have asked and they have accepted the responsibility of looking at courses other than those which are credit courses. So that I have a sense of oversight, if you like--that's an ambiguous term, but what I mean obviously is a review process, even of noncredit courses.

This is not because I feel any weakness in our procedures. Early on, I established a Committee on Academic Policy, which finally after two or three years emerged as the chairs of our own Extension academic departments, which vetted all our courses, and therefore presented the Academic Senate Committee on Courses with something which was pretty well already approved and wouldn't raise any questions, and in practice--

Lage: So the Academic Policy Committee was within your own organization.

Stern: That's correct. And I did it really as a counterpoise to the Committee on Courses because the review that it makes of all our courses is crucial, and after a few years, it has been accepted by the Academic Senate Committee on Courses that we have machinery in place which anticipates their approval needs. And that it works, and it is respectable, and it's not just a whitewash, and it's not just something that goes through motions and doesn't require that they go through motions. But they can go through motions, because by and large, our Academic Policy Committee review is pretty good.

Lage: How careful is their review? Do they visit classes and--?

Stern: No, they don't visit classes. Their review is a review before the fact. This is input review.

Lage: Before you offer a course.

Stern: Yes. Assessment--we get into the field of assessment here-- assessment of programs and assessment of individual performance by students and so on. But in practice, this university has not really moved in the direction which is now very much favored of assessing outcomes so much as it assesses input. That is to say, the quality of the instructor and the nature of the course as defined, as described in an outline and syllabus, is much more to the point than any kind of very time-consuming analysis of outcomes in a class.

Now, outcomes in a class really is something that goes beyond simple examination at the end of a program. And I could go into that at great length, because we've done some of that in our own field. But this is enormously time-consuming, and while this may be an anathema to the people who dote on this activity, I think it's been overplayed, and I don't think it's all that crucial.

But I do think that spot-check assessment of this kind is very valuable and should be made, and we have done so in our own work, and I would certainly recommend where it's not done on campus that it helps to have it done every once in a while, to see what actual performance is, regardless of the wonderful quality or even star quality of instructors, what actually happens in a classroom.

Indeed, after all, the classroom is relatively inviolate when it comes to the issue, for example, of academic freedom. How do you make an appraisal? This campus has sought to make some impact on this by mentor systems and so on, which is all to the good, I think. But in practice, I think that Berkeley faculty, like most academics in research universities, are more interested in their research and their graduate students than they are in making any kind of after-the-fact or reasonable assessment of performance by students, and it shows.

Indeed, I think it shows in many ways, most particularly in view of the fact that I've seen too many Berkeley students, graduates, who really find difficulty in writing an English sentence. Well, that's a measure of performance on the part of faculty, is it not? And I don't think that's very good. If these people are to be graduated from an institution, you know, we give them swimming tests in some cases. Why shouldn't we give them final exit interviews?

Lage: Or Subject A tests to leave.

Stern: We give them Subject A tests at entry; why don't we give them a Subject B test at departure? And see if they measure up, and if they don't, by God, don't give them a degree. Send them back to Extension; we'll fix them.

So in effect, this is my position that way. But I'm a little bit off the track, because let me get back to the role of an Extension committee, the Extension committee of the Academic Senate.

The Committee on University Extension under Chairmen Richmond and Stolz

Lage: In addition to the Committee on Courses, there is also an Extension committee?

Stern: The Committee on Courses reviews all courses of instruction, including Extension. The Committee on University Extension has about ten members, includes three students at the present time. Didn't used to, but obviously when we had this major change in the mid-seventies, students were added to the committee. I sometimes wonder why an occasional Extension student couldn't serve on the committee, but that doesn't bother me too much.

My basic position on the University Extension Committee is that with few exceptions over the years, on an annual appointment basis, it has been nugatory, shall I say. It hasn't been useless; sometimes it's been quite useful. It depended mostly upon the energy and the interest of the chair.

There have been two chairs in my experience who showed interest: one positive, the other--well, a mixture of positive and negative. The first was Hugh Richmond, professor of English, some dozen years ago, and he was most interested. He didn't quite understand Extension, did Hugh--good man, good teacher, energetic, enthusiastic, really a fine person. He had a limited understanding of the developmental role of Extension in terms of those areas which were outside his realm of humanities interest. He's a professor of English.

I don't think he really took in quite what we did in short courses in engineering, or in business administration, or in technology, or in computers. That he came to, a little.

Lage: How close a relationship would you have with a person in this position?

Stern: I had a pretty close relationship with Hugh. It depended upon them. If they were interested, I was interested. But by and large, they weren't. And you know, when you have a committee whose chair calls you in May and says, "I have to have a meeting because I really have to turn in some kind of a report," I say, "Okay, let's have a meeting." Then I give him a report. He turns in a kind of negligible comment, and that's it.

Lage: So not much oversight.

Stern: Over twenty years, there hasn't been much advice, and hasn't been much oversight, except as I say from those two chairs.

Lage: You haven't given me the second one yet.

Stern: The second one is Preble Stolz, who was more recent, and Preble is professor of law, now emeritized. Preble, as chairman of the committee, expressed his professional interest by talking about legalisms, namely, "How come you're giving this program for freshman students? Who approved it?" Et cetera. Well, he's got a point there, because it just happened, the way so many things in American life just happen, and then we go about the matter of justifying them and develop pragmatically a philosophy to claim that we had them in mind all the time, and we had foresight and precognition of all these wonderful things that we managed to do merely by accident and energy.

So he had a point, but I think it's a fairly limited point. It was an effective program, it is an effective program. It has many advantages for the campus, not the least of them academic advantages and certainly administrative advantages of considerable consequence. So I don't think he was all that serious about it; I think he was just shoring it up and making sure that it was legal, the way a lawyer will, you know, just to earn his fee.

I don't know what psychological income Preble may have gotten from this [laughing], but I like him. I think he's amusing. It was great fun to work with him, as a matter of fact. He liked Extension. He looked at it with new eyes. He was really quite taken with what he saw; this had a lot of energy. And it needed shaping. So he wanted to help shape it, and he did.

Lage: Well, how did he help shape it? What were his pet concerns?

Stern: Well, he raised certain questions--when I say legalisms, it goes past legalisms. He really prompted an extra dimension of reporting structure, and I think he very positively confirmed--at least for the time being, because he's gone now and what's happened I don't know, it may have fallen into desuetude at this point--the

relationships that existed and that should exist with the campus and with departments and faculties. And I think that's all to the good.

He was most interested in the matter of jurisdiction. Most interested in the area of relationships with professional schools. He was supportive of our stance--after all, Extension had the authority; according to the law, if you like, we had the authority to give these programs, and so our relations with the schools were such that they should not exercise any kind of primacy or take away outside the law, outside the pattern of regulation, any programs.

So he was supportive in this way, and helpful, for instance, in terms of the conversations which I have mentioned I had in my last couple of years, particularly with the School of Business. Also the School of Education.

Mind you, I don't mind at all an Academic Senate Committee on Extension behaving as if it wanted to know, and finding out, and coming to certain conclusions. That's the purpose of this committee, to advise and to help make policy decisions, both for the dean of Extension, which is its role, and also for the campus. The fact that in the twenty years that I've been here not much has been done, is a reflection on the fact that academics are academics and they'll do their thing rather than engage in that kind of service to the University on a large scale.

Lage: I have in my notes here--from whatever source I don't know--that Preble Stolz had recommended abolishing the committee he was chair of, the Academic Senate Committee on University Extension, and replace it by an administrative oversight committee. What was that all about, and how did you react to that?

Stern: My reaction is that an administrative oversight committee is no different from an Academic Senate committee, with the saving difference that an Academic Senate committee is composed of academics, and the administrative oversight committee is composed of staff. From my point of view, it would be injurious to our relations with the faculty of this university, of this campus, were we to do that. That's point one.

Lage: Why did he suggest that?

Stern: Well, I think because he saw that--I think it's in the text of his suggestion, as I recall. He was making a kind of exasperated sense out of it. That is to say, "Look," he was saying, "over the years, this Extension Committee hasn't done a damn thing, and if it doesn't do a damn thing, why should it exist?"

Lage: I see.

Stern: Which I think is a sound point. My point is, it should do something. [laughs] I guess that was my point.

Lage: Did that actually get voted on by the Academic Senate?

Stern: I don't recall. All I remember ever having been voted on by the Academic Senate with regard to Extension--there probably were a couple of things in the last twenty years--was something which is honored in the breach, which was on Hugh Richmond's recommendation they changed the promotion criteria for faculty, for tenured faculty, to include, as well as research and instruction, teaching in University Extension. And they voted affirmatively on that, but nobody ever did anything about it as far as I can tell. Nobody ever pointed to this with pride and said, "You get brownie points for that," but it didn't really work.

Lage: Well, it's a nice symbolic gesture.

Stern: It's a symbolic gesture, and I was grateful to Hugh for having done it, but it didn't seem to mean very much. But that's the way it went, very cute.

Lage: Perhaps the lack of faculty attention to Extension reflected the fact that you ran it in such a way that you didn't invite oversight, that there were few major problems.

Stern: There were very few things that required assistance. Preble was quite helpful. He was around at the point at which we had the serious jurisdictional dispute with University of California at Santa Cruz. And although we lost, I think that the Committee on Extension took a position and was helpful in that regard.

Lage: Now, where was he not helpful? You mentioned partially a negative feeling.

Stern: Well, because he's a lawyer. Because he's a lawyer, he was nit-picking all the time. Well, you know, that's intrusive on our day-to-day work. This is a policy committee; it's not supposed to supervise classes.

But at the same time, I can't take exception to the fact that I wanted them to visit classes and look at classes, and they did, and they liked what they saw.

Lage: That was unusual, they actually went out and--

Stern: Oh, yes, that committee did at that time. That's very rare on the part of the Extension Committee. I think that that's about the only time that I saw members of that committee look at a few classes. It was very instructive.

Lage: You should have had some of them teach a few classes, that might have made--

Stern: But no, lots of them did teach classes.

Lage: They did?

Stern: Oh, sure, they've taught classes. Lots of people teach. Many members of the committee--the members of the committee who over the years have taught for Extension are uniformly favorably disposed to it, simply because they've had the experience, they know what it's like, they know its quality, and they think it's fine. Those who haven't are apt to be more intrusive.

IX PROGRAMS AND MANAGEMENT: BALANCING STABILITY WITH ADVENTURE

Safety Concerns in Outdoor Recreation Programming

- Stern: I well remember somebody raising a question with me about a course we were giving on hang gliding. "How can you give such a course? You're giving that course!" I said, "Well, look, we're giving that course. It's a noncredit course. The subtitle is, 'Safety for Greater Adventures.' It's a very useful course, and I might add that the phys ed department next term plans to give that course for credit. So on what grounds is there objection to it?" So you see, there are all kinds of wheels within wheels.
- Lage: I didn't realize you did that kind of recreational activity--
- Stern: We do. There are some listed. There's very little, really, because we don't stress it.
- Lage: Do you have any conflict with Cal Adventures, then?
- Stern: Oh, no.
- Lage: You've never tried to have that as part of your program.
- Stern: Before Cal Adventures came along, and occasionally still, we gave wilderness courses. The University of California at Santa Cruz and Davis give more than we do. We don't give it because this is a very competitive market. Also, I was turned off it myself by circumstances. We did a course in the upper Amazon, and even with a doctor in the group, I was not really content, and even though our insurance covered it and so on, I wasn't happy with the quality of safety that was there. This is a dozen or more years ago, and I have avoided for the most part that kind of course unless I were absolutely assured of certain things built into it.

So this is an area either of neglect or of caution on our part, as you might say. But we haven't done that for years, and I might add that some of my colleagues in other places would agree with me after experience they have had as well. It gets to be very chancy. I really worry, for example, not so much about institutional provision, although I worry about that too, but of private enterprises and their provision. I go kayaking, and I've gone river kayaking as well as sea kayaking. I have mixed feelings about the precautions exercised, particularly those in evaluating the capabilities of people [taking the courses] as they come, and the capabilities of the leaders of such groups.

I well remember that one of my colleagues some years ago was really much troubled by the fact that he had a group in the desert which had to be taken out by naval helicopters because they were pretty near death from dehydration, trapped in a box canyon. When you get trapped in a box canyon with 120 degrees of heat and your water's going, you're in pretty great trouble. So you get wary about this kind of course of instruction.

The Berkeley/Oxford Program at Worcester College

Stern: This brings me perhaps to a certain extent to the issue of international courses, where we have as you know given quite a few, still do, and in several areas. We give them in the humanities, we give them as travel courses, but by and large, we don't give many travel courses per se, although many institutions do. Our concentration has been on residential courses of instruction, typically with other universities or institutions, or by ourselves abroad in fixed localities. And the most notable, of course, is our relationship with the University of Oxford, Worcester College, Oxford.

Lage: Now, how did that develop?

Stern: That was an idea of my predecessor, Mort Gordon, who thought of it a couple of years before I came here. He wanted to set it up, and I remember I was then East somewhere, and he told me about it. I confess I said, "Boy, that's one of the hardest things in the world to make work. Working with another institution, you will have to share income, and so on; it's going to be very tough."

But Mort proved me wrong. It worked, and it worked, I think, because of the crucial interest of the External Studies Department, as it was then called, at the University of Oxford under the

leadership of Frank Jessup, who was its director. It worked very well.

Lage: What kinds of things were offered?

Stern: Well, what the program was--the strength of the program was, is, that it was a typical Oxford tutorial program, except that we modified it because economically it was unsound to do this one-on-one, or one-on-two. We had limited classes, absolute max in any class of a dozen people, and typically you wouldn't get a dozen, although there were a few which were very attractive.

Garden classes go very well. The English garden classes. They're very erudite, I might add; these are not by any means your casual trip to a garden. But then I think there's a misapprehension about courses like horticulture anyway; they're thought of as lightweight. But they're not. They may be light, but they're not lightweight. Let me tell you, when you start studying the work of the great gardeners, particularly the English gardeners--[William] Robinson and Gertrude Jekyll and so on--you're dealing with very, very significant figures in landscape architecture.

##

Stern: The students understand that from the outset; the courses are described as demanding and described as requiring papers and so on. So they know that they're in for a study experience, not a recreational experience, except to the extent that they think of study as recreation. And of course, the ambiance of Oxford is something that sold people. Worcester College, Oxford, is very attractive. For an Oxford college it's got a very large piece of land contiguous to it. I guess Magdalen is about the only college that exceeds it in actual size. It has its own little lake, very beautiful.

And then it has a line of medieval buildings dating from the 14th and 15th centuries, as well as 18th century buildings. Lovely quadrangle, couple of quadrangles, which are very attractive. So that it really gives people a sense of being in a situation which mostly, in my observation, fills them first with awe and then a sense of great delight, because "Here we are. Look at me folks, I'm a Yank at Oxford!" [laughter]

Lage: And then how were the courses run?

Stern: Well, what you had was a tutor who saw people in groups and then one by one as well, and sometimes two together. It depends on what arrangement they made. These were three-week courses, every day in

the week, typically morning and then some afternoon. The courses that were looking at gardens--or archaeology--obviously would go out a good deal. They were very tiring; those people were wandering around all the time going here and yon, and middle England is full of lovely, lovely, beautiful spots. You have really wonderful gardens there; your Pusey Gardens, you have Hidcote--many gorgeous gardens, absolutely wonderful gardens.

Lage: Sounds as if you took one of these courses.

Stern: Oh, no, but then I'm a board member of the Royal Oak Foundation, an outfit that supports the English National Trust, and so I see these gardens all the time. I go visiting them myself constantly. Just this summer I was in Ireland visiting houses and gardens, and some of them are gorgeous. Mount Stewart is beautiful, amazing gardens. And the gardeners themselves are really so erudite; the head gardeners are really quite remarkable types.

One of the characteristics of gardeners is that they're a mixed bag. They're either self-taught working-class types, or they're really quite hoity-toity, well-educated Oxonian-Oxbridge types who really know their way around and have studied it. I've noticed that both of these types are still in place, and I just wonder whether the well-educated aren't in the process of replacing the others. It could be; I think that that may be the case, because--I really don't know what Capability Brown's educational background was, but I ought to look it up and see what he was.

English class structure is such that it's hard to figure out sometimes who does what. Gardeners are very odd. The former provost of Worcester, Lord Franks, was a gardener of extraordinary quality. Didn't I mention the fact that I made a presentation?

Lage: I don't believe so.

Stern: We have here in Berkeley Gertrude Jekyll's drawings--a massive number of them. They're on file here in the Landscape Architecture Department, and I had microfiche a dozen or fifteen years ago to take to England to make a presentation to the Royal Horticultural Society. It was done at Worcester College in a hanging garden overlooking the Provost's Garden. The intermediary on this occasion was Lord Franks. He received them, and then in turn passed them on immediately to the president of the Royal Garden Society, or the National Horticulture Society--I never remember names. Neither did the president, because he identified them both with a kind of absent-minded English eccentric way which was quite striking.

Incidentally, that was paid for by a student in our program. I guess it cost \$4,000 or \$5,000 to get this done--

Lage: To have the papers microfiched?

Stern: Yes. And then I carried them over there. They weighed about fifteen pounds. I remember that very well.

Lage: How did UC happen to have the originals?

Stern: I don't know; I think they were brought here for safekeeping during the war.¹ All I know is that when I made the presentation to Lord Franks, Oliver Franks, I made my little case and I thought, "Gee, you've just given a nice little speech," and there were about two dozen people standing around, photographers taking a few pictures. This was a hanging garden. It was in the 14th century wall, about twenty feet up, and it was a beautiful garden, 125 feet long and about 22 or 23 feet wide. The faculty of the college had rooms next to it.

So I made the presentation, and I thought, with some complacency, "Well, that was a good little speech." I overlooked the fact that Lord Franks had been the British ambassador to the United States for four years, and that he was quite distinguished. He had been vice chancellor of the university, and he had that wonderful gift of phrase, sometimes saying something but mostly saying absolutely nothing, that all Oxbridge types seem to command so well.

He got up and he looked over at the Provost's Garden below and he said in mellifluous tones, [English accent] "I do have wonderful memories of the Provost's Garden, this garden--" because he'd just been retired about a year or so before, and he's obviously a gardener. As a matter of fact, he was wearing, while he was dressed in that usual nondescript English academic way, he had gardening shoes on. That was perfectly clear. [laughter]

So it was most instructive. I shrank inside myself as I listened to him. I made a point of listening and saying, "How does he do it? How does it work? I have to figure this out for the future." I never have, but it was very--

Lage: I think it must come from long years of training, not--

¹ The original drawings were purchased at auction by Beatrix Farrand and given to the University in the 1950s--Ed.

Stern: Oh, it was a rewarding experience. I think they learn it out of the tutorial process, you see, because after all, that tutorial process was developed in the middle of the 19th century, or even before, to train proconsuls for empire, after all, and if you're going to be a proconsul, you'd better be able to say nothing in many words, and say it very well. So they do.

Well, in any case, the Oxford program was--and still is--the capital ship, the queen ship of Extension's overseas programs.

A Range of International Offerings, in Europe, Southeast Asia, Russia, and China

Lage: It has a range of offerings, although we've talked only about gardening.

Stern: Oh, we have a considerable range. There are programs all over the world, and then also programs which we do abroad for people from abroad, for nationals of other countries and programs in business. We did engineering programs for several years at Oxford--three years, I guess, they've suspended them for the nonce, I think for financial reasons more than anything else. Those were very successful, in terms of numbers of students involved. Our own engineering faculty here at Berkeley were involved, as well as Oxford engineering faculty. These were very well regarded, and they probably will be picked up again, if not at Oxford, in other places. We've given such courses also in Vienna, and I think that engineering is doing such a program in Munich in the near future.

In business, a great number of courses were given in Southeast Asia, and all of these tend to meet their overhead requirements; they're not unsuccessful. But I think by and large they have carried the flag rather than shown a financial surplus. And that's all really, fundamentally over the years, that one can expect of an Extension arm, that it do the work it's supposed to do. Contrary to the impression of so many people on so many faculties, it's not a real mother lode. If it's handled well, if it's handled with a certain marketing capability, it will meet its requirements of self-financing. But very little more.

Lage: This didn't serve the purpose of service to fellow Californians.

Stern: Well, it does in the sense that most Californians--

Lage: Well, not the ones that are designed for foreign--

Stern: --most of the people who are enrolled in the Oxford program, the majority are Californians, from northern or southern California.

Lage: But I'm talking about the ones held in Southeast Asia.

Stern: Oh, no.

Lage: What was the rationale?

Stern: That's an interesting point, because that's the same sort of question that Preble Stolz raised. "What's the motive, what's the principle." And I think he's right, to throw us back to first principles that way. On what grounds do you do it? Well, we are an international university. We have on this campus thousands and thousands of students from abroad. Why isn't it appropriate in the continuing education program to do programs abroad for such students? We send programs out to people, whether here in state or out of state. We send programs out to people where they are. Why isn't it appropriate to send programs to the Philippines, or to Thailand, or to Taiwan, or to Australia?

Lage: I would think Eastern Europe and former Russia would be--

Stern: Well, that's what's being explored today. Gary Matkin, who is associate dean, has been to Poland twice now in the last couple of years. But these are programs which are extraordinarily difficult to set up, and how do you mount them in terms of the shortage of cash of those poor people, how is this to be done? What kind of money is to be found to underwrite it? I agree with you. These are very important programs. But perhaps my successor will be able to find money for that sort of program and do a good job. She is doing something in development; she's going to hire somebody to take care of development, and I would hope that that's one of her purposes. So it might be very good.

International programs, some of them were failures, owing to external circumstances. For several years, Marvin Chachere, who was assistant dean responsible for those overseas programs, did a good job of organizing a program with the State University of Leningrad. And this lasted for about six years, and it depended entirely upon the relations that existed between the Soviet Union and United States. If relations were good, we could do a program. If relations were bad, you had a stone wall on the other end, and you just were so frustrated that you couldn't really mount the program properly.

Lage: What kind of program?

Stern: It was a humanities program--history, literature, and contemporary society.

Lage: With American professors?

Stern: Yes. And Russians too, but mostly with Americans leading this, because the nature of--I mean, you're dealing with a country which was too tightly controlled to have the kind of academic program that you wanted to have. So that--

Lage: And the students were--?

Stern: Americans. And the program, as I said, was chancy. It worked sometimes, and then we had to give it up. We were just beaten to our knees by the idiot bureaucracy that the Russians developed--not developed, had in place to take care of making sure that nobody found out things. So under these circumstances, we gave it up with a shrug about eight, ten years ago. But we did it for, I think, six years. Hard struggle though, I must say, very hard.

I think the chiefest thing we did was really a very good program in China, in Beijing, about seven years ago, six years ago--1986 as I recall. It took two years to plan and set up, and it was a very large program for engineers. It was done in cooperation--had to be, obviously--with the appropriate arm of the Chinese government, the equivalent of the National Association for the Advancement of Science in our country. That equivalent in China was heavily political.

This program had 400 students, 200 from China itself, and then 100 from the United States and 100 from around the world, approximately. It was very successful, well regarded--

Lage: And were those American professors, and some Chinese?

Stern: Chinese and Americans, that's right. And international, as a matter of fact. Many programs we've done are international, even programs done here, obviously. You do a program in certain kinds of civil engineering, earthquake safety, you have people from all over the world who participate as lecturers.

But getting back to the Chinese experience, we did it, and it was very successful. We all, the Chinese as well, wanted to do it again. So we started to plan a second course. We decided that two years was the proper interval, and mounted the program. I might add that the Chinese turned out in the space of, as nearly as I can tell, two weeks, a thick book of proceedings about course one. It would have taken at least ten months to a year to have done in this country. I don't know how the devil they did it, but they did it.

And it was in English, and there it was, proceedings. The papers were all there; it was more than a thousand pages.

And so we decided to do it again, and this was the work of my colleague, Dick Tsina, and Linda Reid. Good person, and she did a fine job of organizing this, and so on. It was her negotiation.

Lage: It sounds tremendously complex.

Stern: Oh, extraordinarily complex, all kinds of agreements and so on. And so those were all in place, and the first go-around worked. The second go-around was working fine. We had enrollments. We had already had from outside China something like 150 or 200 enrollments, and there were going to be again another couple hundred from inside China. Simultaneous translation, all this kind of stuff, and so on.

Then we had Tiananmen Square [1989]. So at that point, it became a very interesting question. Obviously, the Chinese wanted to go forward. It was an October program, and Tiananmen Square was what, the end of June, early July. So we were constantly faxing back and forth, and the faxing got to the point of my suggesting that we do this in Hong Kong. We cleared the possibility of doing it in Hong Kong.

So they wrote back and said that they couldn't really get permission to have their people go to Hong Kong. So I faxed back a message saying, "Well, if we hold it in Beijing, nobody from outside China is likely to come, and if we hold it in Hong Kong, nobody from inside China is likely to come. Therefore, regrettably, what we have to do is agree to disagree and to cancel, and let's hope that at some time in the future, soon I hope, we will be able to continue once more."

I got back a fax which was revelatory. "We quite understand your position, and we hope the same." And that was it, and we had to cancel, and took a big loss on that.

Lage: There must be tremendous development costs.

Stern: Development costs on that can't be recovered, and they're invisible. What are they? You have to give the money back to the people who've enrolled, and you eat your development costs, which are extensive.

Lage: And your initial development costs probably take into account having it for several times.

Stern: Yes, we based the original development on the notion that this would be an ongoing event, and so on and so forth. So that that's the name of the game, something that I don't think academics understand when they contemplate the economics, the financial story of an activity like University Extension. They always think in short-run terms. They don't understand the notion of overhead, they don't understand the notion of the cost of development. They do understand the problem of developing a course of study, because they do it all the time, but they don't take the cost factor into consideration.

Lage: Or the skill and experience--

Stern: Oh, yes--well, that. That's something else again. But the fact of the invisible costs, the overhead costs, as well as visible costs of promotion and so on, are not understood. But all of these things add up. And Berkeley is not that much different from many other places. I think that we have had a higher quality than most places in what we've done. But even there, I'd say that quality in other places is quite high, in many cases.

Lage: Do a lot of universities offer these international programs?

Stern: Many do, and some which you would think are really unqualified to do so, do so very well. It's amazing how sometimes the tiny institutions, or relatively small institutions, manage to do such programs extremely well. This has become a stock in trade, and it relates sometimes to Elderhostel and other programs for older people. Programs like these, if they are of any duration, essentially attract older people, retired people, people of means who can afford to spend this kind of time as well as money on such adventures.

We've given many international courses. We've given travel courses in China. We now have a program of five years' standing in Paris, modeled on the program at Oxford, and several of these programs are really quite striking in their quality. Always with the worry that any time you take a group abroad, you have a kind of--. I sigh, because you have the basic problem of crazies, poor people who are slightly psychotic, as members of your group. You try to see what you can do about it, but you have problems. Bound to. And in small groups, this is particularly disruptive. You have to be really very careful in handling it, and you do need--

Lage: But you have no way to screen that, would you?

Stern: Well, you have ways of screening it. You can tell, I think frequently enough from applications, but it happens, and you have to be prepared for difficult people of one kind or another.

Lage: Is there someone along who is not the instructor to handle these personal--?

Stern: It is very rare that we send a group out just with an instructor. We need to have somebody who is really a coordinator and takes care of the detail, because if we have a single instructor, that instructor is going to teach. I don't want that instructor having to take care of the logistical problems. And even at Oxford where we have the cooperation of the University Extension arm, as well as Worcester College, we have in place at least one person and usually two who are really there to make sure that nothing goes wrong. And you know, it works. There's no great issue about it.

Coursework in English as a Second Language

Lage: Let's discuss the English language programs, following through on the international programs. Was the appropriateness of those courses subject to question?

Stern: Well, inasmuch as they're given on campus, I don't know why they would be. As a matter of fact, in the months before my departure there was some discussion of whether or not it made sense for Extension to take over that which campus was doing, English as a second language.

Lage: For university students?

Stern: For whatever is done on campus. And that seems to me to make more sense, not because I'm particularly an empire-builder; it's not exactly the kind of empire I want, because I don't believe in remedial work as a function of Extension. I believe in developmental work.

Just as it was a matter of debate whether Extension should take over Subject A.

Lage: Did you not favor that?

Stern: I don't favor that, no. I don't favor that. I would do it, as a matter of what I said a few moments ago, namely that the heritage of Extension is to do odd jobs for the University. We're perfectly willing to do so, just as we took on the task of that freshman program, which I don't think is--as a matter of fact, there I agree with Preble: I don't think it's an appropriate task for University Extension. But on the basis of being a unit of the institution which can be used by the institution in a way that no other unit

can be, no other instructional unit can be, I think it's not inappropriate. That's the best way I can put it.

Lage: You wouldn't seek it out.

Stern: I wouldn't seek it out, and I wouldn't think of it as part of the permanent assignment of Extension to do that. It's the job of the college to do that. It's the job of the campus to take care of all freshman. Now, if they want to do it this way, we're here as a unit that can take care of it on a temporary basis, but I have a feeling that that temporary basis is just like those wooden buildings around there which are temporary from World War Number Two.

Lage: They're gone now.

Stern: Right. Finally gone. Maybe this will be gone, too.

Lage: Going back to the English language programs, there seem to be so many levels of institutions in the community that offer them--adult education at the high schools, the community colleges, private institutions. How is the University Extension different?

Stern: I think that's a reasonable question, and it goes to the fact that, just as in the present hurricane in south Florida, there are many agencies as well as the United States government and the state government providing help to people. So you have many agencies providing help to people who come to this country. This is our country, the United States of America, which is curiously different from a country like France, in which this would not happen, could not happen. My goodness. After all, in France we want controls; we want centralized authority over education--although France these days is starting to think maybe it would be good to decentralize. I'll wait on that one. [laughter] I'll wait on that one.

But I think the question is sound, because the question comes up as to whether or not there isn't some lack of efficiency in this kind of duplication of provision. I think my answer is that it goes to a mixed bag of status considerations, of the reality of level of educational background. Some people come to this country having been through a higher education experience; where will they go? Some people come here without ever having been to our equivalent of the first grade. They're semi-literate. They come here out of sometimes high energy. This is a characteristic of all immigrants to our country over the years of our existence. Almost all of them aren't dragged here.

##

Stern: From Europe, from anywhere, they come with a sense that they're coming to a better place, and if they have that sense, then these are not dull people. These are people of more energy than less.

And so it behooves us to think that ours is not a bad way to provide. Thus, the Berkeley Adult School will provide instruction, and it may even have in some cases the same caliber of student in terms of educational background, because they're poorer and they can't afford it. Because we charge, as you know.

Lage: Yes, there's a tremendous difference in the cost.

Stern: A tremendous difference, in that respect.

Lage: So what do you offer that's different or--?

Stern: Oh, I think we offer a very high quality of instruction. But this is not to make any critical noises about the quality of instruction at the Berkeley Adult School. I don't know what it is. I haven't explored it. I do know that the same thing applies as applies in English as a second language to other languages. That is to say, French is taught in several places, and from my point of view, I don't understand why people come to the University of California at Berkeley to take French when they can get it in the community college. Frequently enough, it's the same instructor who might be teaching it.

So all I can say is that we give relatively little language instruction in standard languages, more in somewhat exotic languages.

Lage: Where you don't have the competition.

Stern: Where the competition is less. But we do have a basic provision in the old-line European languages--French, Spanish, German--

Lage: One thing you do is get more committed students, I would think, because if they pay the money, hopefully they're going to follow through on the course.

Stern: They expect a higher quality of instruction. We give them a high quality, but I'm not the one to say that our quality of instruction is necessarily better than that which is offered by a teacher in the community college. It depends upon the individual, the individual instructor. So from my point of view, if I were taking a course, I'd opt for a community college to take French. Why should I pay that much money?

Lage: [laughs] That's what I've often wondered. Now, what about in the English-as-a-second-language courses? Are the courses smaller, or anything definitive that you could point to that's different? Or do you get a more highly educated clientele?

Stern: Across the board, we get people who have previous educational experience to a much greater extent than these other programs do. Also, we have a very high number of students who are already admitted or want to be admitted to American colleges or graduate schools, so that that explains some of the difference. In San Francisco, we have a program which has a much larger element of professionals, that is to say, people who already have post-degree experience and need rapid work in English.

That, I think, is the only comment I'd make. This is not a field which has really interested me greatly. It seems to me a nominal field, something that should be done, something that we do do, something that indeed in terms of its finance is very interesting. Right now, it's going to do pretty well for some countries. Not for Turks. The exchange rate, has always been most influential in determining the financial history of that program.

And for several years back in the late seventies, very early eighties, it was in great trouble, and I had to cut it way back because we had very serious problems. The dollar was riding high. Now that the dollar is low, you can expect that people can come here because the exchange rate is very much in their favor, you see. And this is true of French former colonial countries, and English former colonial countries, and it's true of Japan, obviously. And I don't know, I think it's true--it's certainly true of Taiwan, very true in Taiwan. As far as mainland China is concerned I don't know, because I don't know what the politics of people from mainland China is today.

But wherever you turn, you will see--when I say the Turks, because Turkey has had a very difficult inflation recently. Now the exchange rate, which was, a year ago when I was there, 2,300 Turkish lira to a dollar, is now 6,000 to a dollar. [As of 4/1/93, 9,500! As of 4/24/93, 21,675] This is really horrendous, and so that's very difficult. But in most countries that is not the case.

And the program, I haven't followed it. Once I left my job, I didn't pay much attention to the financial history of Extension. But I did get word the other day that it was in pretty good shape, and that's the reason for it. You see, there are these extraneous circumstances which govern, which have nothing to do with the quality of instruction, but have to do with the simple issues of the same things American kids face in going to college: can they afford it? No matter how bright they are, and they're acceptable,

but do they have the bucks or can they borrow the money or what have you? That's the way it is.

I don't know that I've covered international programs. You did speak about ideation, why do we conduct international programs? And I think I've given you--I hope--a competent answer to that, a reasonable answer to that. There's no reason on God's earth why this kind of university should not. After all, we have alumni associations of some consequence in the Philippines, in Malaysia, in Indonesia, in Japan, and my lord, we have an obligation to offer programs around the world in continuing education. I think that our alumni would say so, too. So that that's the rationale, such as it is. I mean--what am I going to say--whatever is human is appropriate for us to do. [laughs]

Creativity, Stabilization, Post-Tertiary Education, and Professionalism

Lage: Well, it's a very creative enterprise, it seems to me.

Stern: Yes, it is a creative enterprise. It's now being stabilized, not to say bureaucratized, in my view, which is another part of the forest, which I will get to.

Lage: The whole field of adult education, or the international programs?

Stern: No, the whole field that we work in in continuing education in universities is now in the process of being stabilized, at the very least, and that will, I think, carry with it, unless care is taken, a degree of loss of creativity. It has existed up until the very recent past on the margin of the university. It's been called a marginal activity, and while I don't glory in marginality, I think it's been extraordinarily advantageous. I'd agree with Henry Thoreau--in his essay on Civil Disobedience, he said, "Wouldn't it be nice if you could live on the edge and make your contributions, but you didn't have to participate?" Something like that, said Henry David Thoreau.

And I say, that kind of niceness is okay, but things change all the time, and what I discern at this time is that the existing units of continuing education in American universities are in the process of becoming stabilized and in some cases bureaucratized, where they're not being put out of existence altogether. Where they're being put out of existence, a vacuum tends to exist for the present, and I'll develop that the next time we speak.

For the present, it seems to me that the area of stability that strikes me as advantageous and useful, both from an overall institutional point of view as well as Extension's point of view, is the development of certificate programs, which is something that we should discuss in a little bit of detail, as the preface to this issue of stabilization. Probably it makes sense to stop at this point, for today.

Lage: Is that development not just within UC, then? Is that a--

Stern: Oh, it's a general development. It's a general development, and it's taking place not only in the larger programs of the large research universities, but also in I think in general, in much smaller programs. Certificates are a way to go. They've been a way to go, as a matter of fact, for many years, but they have grown in number and grown in quality--I hope; I will discuss that, because that quality issue is a crucial point--and they have grown in attractiveness to students. I take this to be a function of the fact that we have more and more educated people.

And I think that one thing should be plain from what I've said, all of what I've said: that the appeal of university continuing education programs is to educated people, rather than to not-well-educated people. In general, there is a self-selecting quality on the part of students; those who are not too well educated are going to go to programs which prepare them. That is to say, the programs offered by, if not by community colleges, to some extent by public school systems.

Basic literacy is not something which we can profitably give, profitably for ourselves or profitably for students. In the division of labor, the university's assignment is to deal with people who are educated, which is why I have spoken a couple of times as I have of post-tertiary education as the logical development of continuing education.

Certificate programs fill that bill, as do other things that we do. International programs tend to as well. As you know, in Berkeley, something like 85 percent of our Extension students already have at least a first degree, and I think in the system at large, at least three-quarters of all students, and that includes Riverside, that includes Davis, includes every campus, at least three-quarters have at least a first degree.

And I think it noteworthy that roughly a third of such students have advanced degrees, professional degrees or graduate degrees. I think it equally noteworthy, as I've just checked with recent census figures, that there are presently 33 million people in the United States who have first degrees. And of those 33

million, approximately a third have graduate or professional degrees.

So we're not that different, you see, and this starts to echo what is a general national situation. I think that's of some interest and importance. If universities ignore what this work is all about and fail to develop policies, as they have, it is going to be to their great disadvantage. The future is clear: the future is that there's going to be a lot of this work done, and to the extent that universities are willing to take it over and do it, they will advantage themselves, and I don't mean financially, I mean socially. They will be part of the future of the country.

To the extent that they don't, they're going to cut off their nose to spite their face. And institutions which have, as several have, abandoned programs in continuing education, are going to have to reestablish them later, from a disadvantageous position.

Lage: Have major public universities comparable to California abandoned them?

Stern: A couple, yes. They've abandoned them, and then have been compelled to reestablish them. The University of Michigan shut down its centralized continuing education enterprise about eight years ago, and now it's in the process of trying to reassemble it. And it's doing it in the same idiot way that they shut it down: without thought. They're doing it as a knee-jerk reaction. It's a reactive experience; it's not done on the basis of taking stock of what the situation is and how do we meet this as an educational issue. They're just doing it. And that's the way most continuing educational programs have been conducted by most universities.

Lage: Would this lead us into at another time a discussion about the professionalism of the adult educator?

Stern: Well, it leads us into that, but it also leads us into the professionalism of faculties, and the professionalism particularly of academic administrators. As far as I'm concerned, believe me, continuing educators are a lot more professional than academic administrators by and large. If academic administrators were as professional as continuing educators, they would have looked at this problem a long time since, and we would be saluting our superiors instead of trying to guide them into the ways in which they should behave.

And on that note, I will end this particular session.

Thoughts on President Gardner and Loyalty

[Interview 9: October 5, 1992] ##

Lage: This is our ninth and last session with Milton Stern. We have a short outline of things we want to cover.

Stern: Yes. This is sort of a valedictory session, and so let me leave summing up to the end and pick up a couple of pieces. One thing you asked me about was a reference I had made almost at the beginning of our conversations about reading President Gardner's dissertation. President David Gardner, just retired.

Well, I may have spoken earlier of the circumstances and the awkwardness of the absence of consultation by the Berkeley chancellor's office with him as vice president [of the statewide system, in charge of Extension programs in the early 1970s]. That put me in a somewhat embarrassing position potentially perhaps, so I tried to offset it by writing to him and saying, "Gee whiz, it wasn't my fault, fella." And he replied politely and agreeably. For the two years David remained here, before going to Utah as president, we got along well.

I also thought, well gee, if I'm going there, I might as well find out what kind of a man he is, so I took his doctor's dissertation and read it through. His doctoral dissertation was on the California loyalty oath of the 1950s, when he was here as a graduate student.

It was a well-done dissertation in many ways. It was substantially a journalistic rapportage. It was a consideration of all the elements that went into the controversy. But what struck me about it was one important negative: his conclusion. At the conclusion, when he said what he believed about the people who had failed to sign the loyalty oath, as I recall including his predecessor as president, David Saxon, he said that what he thought they were was guilty, guilty of disloyalty to the University of California.

And I thought that was very curious. Indeed, I was really quite taken aback by it, because it struck me that I read the story in quite a different way, and I read the history in quite a different way.

Lage: You read it within the pages of his dissertation?

Stern: No, not within the pages of his dissertation. But I read the history, the story, quite a different way. But yes, I suppose within the pages of his dissertation, that conclusion was quite unexpected, on the basis of his dissertation.

On the other hand, as I got to know David more, in those years as a matter of fact when he was vice president, and he was vice president a couple of years after I came here, I realized that he had a very definite sense--almost awe, really--of the University of California, and particularly of Berkeley. He grew up in Berkeley, as I remember his talking about delivering papers to Admiral Nimitz, who spoke in a very high-pitched voice, as a newsboy when he was very young.

In any case, David's reaction struck me, when I put it together, as perhaps not that unusual, but it did seem to me way out of key with even the way in which he discussed these people, whether they refused to sign, or signed, or what have you. And in a way, I guess he came to this conclusion, perhaps reluctantly--and indeed as I recall (this is after all some twenty years ago) he came to that conclusion on the basis really of his own feeling, his own basic feeling, about the University of California. They should not have done that. They should have signed, because that would have been nicer for the University.

Well, I'm doing these notes, I'm making these remarks, in the wake of his retirement, and some six months after what I can only describe as probably a scandal relating to his accepting from the University Regents money which undoubtedly he's entitled to--after all, they gave it to him--but when I think of the issue of loyalty to the University of California, for myself, at least, I find there to be somewhat of a contradiction in principle.

So that you asked me what my comment was about that dissertation. Well, perhaps David's attitude about the University of California has changed over the years. But my own guess is, in terms of a surmise about his personality and character, I think it's probably consistent. My guess about David is that he feels--he felt, in the last six months when this happened--that he was entitled to it. And I've noticed about him that he is fairly rigid about certain attitudes, and if he felt he was entitled to it, then by the Lord's good grace, he was going to accept it. He wasn't going to do anything else but accept it.

Lage: I kept expecting him to donate back, or--

Stern: Well, yes. I think that's what many people, including me, expected. I was really quite taken aback when nothing happened. In the light of history being written, not over yet, I still expect

that he might do that, at a point when the issue of what he is entitled to becomes clearer. That is to say, "I won't do it now," says he, "but I'll do it later." And I wouldn't be at all surprised if he did, because as I said, it seems sort of out of character and inconsistent with that basic attitude he has about the University of California.

Lage: It's really a sad end to his career, for somebody who did have that kind of loyalty.

Stern: Yes, it's particularly sad under those circumstances. And indeed, certainly he's always had that attitude, in my observation about the University, more than anybody I've known. Most people have a sense of loyalty to the idea of the university. I do, and I think that I have a deep feeling about this university. But certainly not as deep as his.

On the other hand, I raise the question, indeed, about whether or not his devotion to the ideal of the university might be less than his rather limited notion of devotion to the University of California. That's my feeling about it in sum. I have a good deal of respect for David Gardner, and I really have a sense of considerable trouble about this last episode.

Extension Staff and Organizational Structure

Stern: Well, so much for that. Getting on to broader things about--let me talk I suppose first about people in my own shop, and their importance to me. Several people by name: my associate dean, Gary Matkin, I think is an extraordinarily capable person.

Lage: Did you hire him?

Stern: Yes. And he's grown in the job, he's done a good job, and he's now in a situation which is very trying because of the financial situation and the general pressure on continuing education, not only here but throughout the country. I think Gary's situation is somewhat more difficult than I would like to see it, certainly.

My assistant dean, Don McDaniel. Don's a very good man, a very good man. He retired some three years ago.

Lage: What was his role in the organization?

Stern: His role was to temper my impulsiveness. [laughter] He exercised that very well.

Lage: Now, did you assign him that task specifically?

Stern: No. In organizations, those things occur, if they do, serendipitously, and I say serendipitously because I think in the given case, my relationship to him and my general stance I think was very good. He isn't that cautious; it's not that he's a cautious person, but rather he's a balanced and has a sense of judgment which is extremely sound.

Lage: Can you give an example of his tempering your impulsiveness?

Stern: No, but I can say--"Now, now, Milt," he'd say. "Why should we do that? Wouldn't it be better to--?" and he'd say, you know, the whole bit of "think it over overnight at least."

Now, sometimes Donald was wrong, but the importance of his balancing act was that, if in my conclusion he were wrong, I would have a couple of days or a couple of weeks to think about it and decide it on a much sounder basis than my usual quick decision. Temperamentally, I apparently do decide things pretty fast. I'm not generally cautious.

Don was an extraordinarily good writer. He was a good editor, too. I'm an editor myself, and so I appreciate quality of editing. He always made sound comments about what I did. He was not over-deferential, no "yes-man" Don McDaniel. [laughter] Or as they say it these days, "yes-man--not!"

And then my other senior staff person was Vivian Sutchter, who also retired some three years ago.

Lage: Now, had she been there before you?

Stern: Oh, yes, Vivian was there, and Donald was there before me. Vivian I promoted to be associate dean, as a matter of fact--assistant dean--I never remember these things. Was Vivian associate dean? I can't remember.

Vivian, without being a Madame Defarge, was always knitting at the right time.

Lage: [laughs] Now, tell me what you mean by that.

Stern: Well, she does actually knit all the time, and she's extremely, extremely imaginative. She's an extremely imaginative person. And she says that she enjoys her retirement, but I don't see how she can, because what does she exercise her imagination on?

She also had an enormous quality of guidance. She had a maternal quality about her staff. She was responsible for the biggest part of the program.

Lage: What was that?

Stern: We called it liberal arts and humanities, liberal arts--call it letters and science. That was an omnibus and embracive division. Indeed, I didn't call it a department, but a division, because it included so many bits and pieces of everything that we couldn't put into an applied discipline or an applied field. Engineering, business were out of it, and a few other things stood out of it, but by and large it included most of everything else.

It included not only legitimately those elements that constitute the humanities, the arts and sciences, but also a good deal of computer work--not the engineering component, of course, computer science--but a good deal of computer work, and this was--it just happened that way. As so often happens in universities from their beginning, things just happen, and then being Americans we invent a philosophy or a philosophic position to argue that we knew it all the time and we were right there. Pragmatic Americans don't like the idea of being thought of as pragmatic, I guess. But in fact, it just happened that way.

I think I've spoken about the structure of University Extension being based on disciplines rather than upon departments like, oh--the only department we had which really was old-fashioned was independent-study correspondence education. A separate department of conferences and institutes, which is almost a given--still is, indeed, in continuing education--we never had.

If you were looking at an organization chart, the first level would be fields of study, and academic departments or their equivalent in Extension, equivalent to those which exist in the University--

Lage: Now, is that a structure you inherited, and continued?

Stern: Pretty much. It was a bastard setup when I inherited it, but it was derived really from the changes that had taken place some, oh, twenty years before, even in anticipation of a report which I have mentioned, the Caldwell report. And with the development of heavy programming in many fields, and particularly at UCLA in the late forties and early fifties, this University early took on what I take to be an appropriate organizational structure for a complex research university, doing it campus by campus. In those years, it was just Los Angeles and Berkeley and Davis, but then adding on the several other campuses that came along.

So without much prior thinking of "How are we going to set this up," they fell into the mode which existed at UCLA and then later at Berkeley. I think that this existed even before the late forties and early fifties, when Sheats and Kaplan picked up, particularly at UCLA.

It was a unified system, of course, so that the directorships at the several independent campuses as they came along conformed to the model of organization. Now, that model, which approximated the University's departmental structure, exists still in relatively few large universities. But either by design or by instinct or by happenstance, what have you, by and large that has overtaken the extension divisions in larger research universities for the most part. By no means entirely.

Indeed, I would attribute the fact that the University of Michigan's extension arm was effectively done away with in part to the fact that it did not have that kind of structure of relationship to campus departments--large areas of study, in part, only in part. The other part, of course, is the absence of awareness on the part of senior executives of the university as to the importance of the activity and how to organize it and how to get things done.

But it certainly wasn't helped by the fact that the leadership in extension at Michigan didn't really educate the leadership of the university. I may have said, and if I haven't, I'll say it now, the major job of a dean of extension or a director of extension is to educate the people to whom he reports. That may be a president, that may be an academic vice president or a provost, but whoever it is, the senior staff of the president's office should know what extension is all about, what continuing education is all about, because it is unlike a French department. It is unlike the several departments of engineering. It is a school, if you like, but once you get past that and look at its structure underneath that, it is entirely different.

One of the advantages of using a disciplinary organization as the basic level of organization is that it becomes recognizable to faculty and to senior executives, who by and large are not admirals or generals drawn from out of the university, but essentially are academics who learn their trade as administrators on the job, for the most part.

So I think that is one advantage, but also I think it is more than that. I think that basically it is more serviceable and more practical, and more businesslike than the other structure.

Lage: What would the other kind of structure be?

Stern: The other structure would be to have a conferences and institutes division or department; to have a department for part-time credit education, typically an evening college or something like that, although sometimes they subsume everything under that rubric; to have a non-credit arm; and to have an independent study (correspondence) arm.

So these things are hit-or-miss; there is no rule in the country as to how you organize an extension arm. Nobody has paid organizational attention to it, in reality, except for a few people like me who've made a few observations about it and will talk about it. But nobody has really given it that kind of attention, has mused about it and said, "Well, now, would this organization be better than that, and why," and so on. As a matter of fact, it's a good thesis for a doctoral dissertation, and it might even influence several institutions to change the way they do things.

This may have particular importance right now because of the changes that are overtaking continuing education in the country today, although certainly distance education is by no means cost-effective at present.

Lage: Now, when you say distance education, are you talking about correspondence?

Stern: At this point, I include everything. I include the work that is now classified as correspondence, which has already been changed to accommodate to a whole range of things--videotapes, and picking up various elements of film library work, as finally I came to in my own shop just a couple of years ago, my gift to the establishment before I left. I don't know if it's working out. [see pages 178-179]

But the changes of that kind, technical changes, technological changes with reference to telecommunications, computers and computer-assisted instruction, and what that will mean in continuing education, what that will mean in the ordinary work of higher education in the classroom, what it will be like--that's still unclear.

Everything is being done now in the usual way in which higher education has grown for the last thousand years: namely, somebody does it, and it gets added on. It's agglutinative, like the German language; it just gets added on. And then people straighten it out and they reorganize. Universities keep reorganizing because they have to. They have to straighten themselves out every few years, because they just keep adding, and then they have to straighten themselves out.

Which is not a bad way to go, really. As a matter of fact, it encourages adventure, and particularly in continuing education, people take their chances, they invent new fields, new departments, new activities, and then they're incorporated into not only the heart of continuing education but the heart of the establishment. I've gone over that ground before, and I think it's important that as subject matter gets incorporated, so does technology get incorporated.

A Prediction on Part-time Degree Work and the Democratization of Higher Education

Stern: But that sense of incorporation, of regularization, is now overtaking continuing education in the United States. I cannot predict really at this point what its effect will be, but I will predict.

Lage: Yes, do predict.

Stern: Because obviously, it seems to me that I can't lose. Nobody can hold me responsible. I don't even have to base my career on that prediction any more. My reputation--well, who cares? [laughs] At my age, what reputation do I worry about in the future?

I would say that that tendency comes into play in a situation in which you have something between 100 and 150 classifiable research universities. You have another several hundred--one doesn't know how many--in the status-hungry classification. They all want to be great research universities, I guess. Some of them will say, "I prefer to be a small, liberal-arts college of great distinction," which is another way to go in terms of status, that's true.

But you have hundreds of institutions who don't have a major research component, who emphasize teaching, and slowly this stratification is being acknowledged and--not accepted; I don't think it will ever be accepted, because people are people and they're hungry for honors.

But it's being dealt with as a reality much more than it had been in the past. And these institutions in the United States have emphasized continuing education more than the great research universities, which, true, have dealt with part-time degree work, except for the University of California. University of California is a hold-out in this regard.

But they have dealt practically with the issue of part-time degree work, an evening college function, a weekend function, and that also has been established for two or three generations, let us say--at least three generations in some urban institutions--as a very important fiscal base for the institution, and indeed sometimes in certain urban institutions constituted the majority of their student body.

This was true of New York University sixty and eighty years ago. It is also true of several institutions in the country. Indeed, the University of Chicago, certainly a great research university, was established by William Rainey Harper in a very interesting way accommodating to his Chautauqua roots. He had, as I remember, four divisions of the institution which it rapidly outgrew and took on the lineaments of a great research university. But in the beginning, to him, correspondence work was a very important function to be undertaken by the university. A private university but, as he conceived it, in public service.

And Harper was a great president. There were several great presidents. They built up great graduate schools in the research universities. That's the time in which research universities became research universities, between 1876 with Johns Hopkins, and then moving on into the next fifty years.

And it's interesting to note that those universities, which were called great research universities or important universities in 1915--there were fifteen of them--fifty years later, were the same ones, with one or two exceptions. It was unlike the 500 Fortune corporations changing over fifty years. They didn't change that much. Universities haven't changed.

Lage: Was the University of California one of those fifteen in 1915?

Stern: It was one of those in 1915 which was so classified. And it still is, obviously. As a matter of fact, it takes on the lineaments of even more importance than it had been, if you're dealing with ranking in that way which we do with football teams.

But the other universities have come along. The democratization of higher education has brought these other universities into play, and has brought state colleges into play, which became state universities--the normal trend, you know. Normal school--I've gone over that--state college, state university, et cetera.

And then the development of the community colleges has brought about what can be called either a populist movement in higher education, unacknowledged but present, or if you want to be more

sober and less editorial, the democratization of higher education. Part of that democratization is that which we now see in continuing education. That is to say, the conversion of all of these institutions, including to some extent, although not to the extent of the others, the great research universities to have an increased number of part-time as against full-time students.

An estimate these days of the College Entrance Board is that only 20 percent of American students are full time in higher education. Now, I don't know what they base that on. Do they include community colleges and so on? But certainly, if one excludes community colleges, and I think they probably do, the figure has to be more than 50 percent. More than 50 percent of American college students are part time. I've gone over those figures before, and this is a steady pattern of change.

Well, the universities haven't acknowledged it really. The great research universities haven't. The others have, and now it's the turn under financial pressure for the great research universities to acknowledge that.

Lage: And where does that put Extension?

##

Stern: Where that puts continuing education or Extension, I will get to in a moment, but before I do that, I will get to a specific prediction about the University of California. I will say that within the next two years, perhaps sooner than that, this University will have embarked--taking a deep breath and being very adventurous--on something that almost all their peers have done over the years: part-time degree work. And they'll do it not as they have done experimentally with an MBA here at Berkeley or this or that, as they may have done, but they'll go into it in a large way.

Why? Because the squeeze is on as far as dollars are concerned, and they're going to have to do it. And when they do that, they will dismay certain private universities in the state, because they represent a competitive force which will be very, very significant in the lives of those private universities. And there are many in this state who basically derive a major portion of their income incrementally from part-time continuing credit work, small institutions in the suburbs--

Lage: And people are going to these institutions because they can't go to the public university on a part-time basis.

Stern: In part because they can't go to public universities on a part-time basis. And what they want to do because of their workloads, because this is the way their lives are shaping up--I think it's frivolous to call it a lifestyle. It's the way they live their lives. "Lifestyle." As if they had chosen this. People go to school part time because they have to, by and large.

I remember years ago having a conversation with a young man who was in business. He was at some meeting or other, and I asked him what was he doing. And he said he was going to school. I said, "What are you doing?" He said, "I'm going to law school." I said, "Here, at Berkeley?" He said, "No. There's no opportunity to do that. I'm going to Golden Gate."

Now, what will happen when part-timeness becomes a quality available from the University of California? I say to you that this will be competitive with these other institutions; they won't like it at all, and they'll have to live with it.

But the University, on the other hand, this University, will have to embark on this course because it can't help it. And I say it's going to happen within two years of this date, October 5, 1992.

Lage: Okay, great! We might still be editing this transcript!

Stern: You very well might, and I still might be here, to look it over.

Predicting the Impact of Societal Changes on the Role of Extension

Stern: So that's my first prediction. Now, what will happen to Extension, as we call it here? An old-fashioned phrase which we still use in the University of California. Continuing education, as it's mostly denominated elsewhere? Well, good things and bad things.

One of the characteristics of our time in universities owing to part-time students--credit students in particular because this is where it counts--is that there is a blurring of the lines between daytime and evening classes. Because of the pressure for part-time students, because of the return of women to the classroom, because of the aging of the population, it's no longer plausible to think of a separate credit program for part-time students and full-time students.

A question, an academic question, or rather a pedagogic question, which seems to me out of date, is is it sound to put

full-time and part-time students together in a class? The written record will not express the way I've said this, which is with a certain degree of mockery. I think it's a frivolous and fruitless and silly question, because it's happening all the time, clearly to the advantage of both groups: full-time students, part-time students.

It should be noted that the majority of students also are older. At the present time, we have a clear majority in credit instruction in the United States--now mind you, this does include community college--we have a majority of adults over twenty-five years old.

Lage: Nationwide?

Stern: Nationwide, this is the phenomenon. Now, indeed, this trend toward part-time studies, as we've said before, this has affected even the University of California. It would love to think of itself as giving full-time graduate study, but basically it gives part-time graduate study. It's been an illusion from the beginning that graduate study is full time, except in a very few areas where students can be supported properly--the hard sciences, where it's important to have that kind of commitment.

In other places, it may even be more valuable to have part-time instruction. In the field of social work, if you can make a work-study program for graduate students, you're much better off, and so on and so forth. All of these things are obvious, and I've said them I think in part here and there.

But going over to the main line, that phenomenon of the blurring of the lines means a blurring of the line between units of the institution which are constituted as continuing education, and those which are apparently dedicated to full-time instruction.

Lage: I'm still trying to get at how would it change the mission of Extension.

Stern: It not only changes the mission; in some cases, it will put them out of business, is my point. What you will see is that credit instruction, whether it be part time or full time, will be given over to those units which are responsible for credit, namely the separate colleges which do undergraduate work.

It's already true, obviously, of graduate instruction. Very few institutions have separate programs of a continuing education nature for graduate students. The only exception, and this exists in several institutions, is part-time graduate programs in the liberal arts.

Now, that's a very interesting phenomenon. Those part-time programs are really approximations of liberal arts instruction, and apparently more sophisticated than the undergraduate level, and that may be true and probably is, to some extent, for older students who come back to school--and this is particularly true, these are really older older students, meaning that they're not only over twenty-five, they're typically over thirty-five and in many cases are over fifty.

They come back, and they want a liberal arts degree. Now, why do they want that liberal arts degree? Because they need it? Rarely. They don't need that degree. That degree is really--that's a lifestyle degree. "I want to know," you see.

What they really have felt themselves shortchanged in is their earlier collegiate education. They haven't learned those things which they now would like to learn, and they have apparently a degree of leisure to learn at this point.

I've spoken before of these programs, and these programs are still in the province, typically, of University Extension. In those cases where there is no extension arm, you create some kind of entity to take care of them, and if they grow--as for instance, there's one at Mills College, a graduate program of this kind. It has seventy-five students.

Lage: And these are for a degree, a graduate degree?

Stern: Yes, these are graduate students. They're graduate students, and typically older students, typically--probably their average age is over forty, maybe even as close as forty-five, who want this degree. And they can get it, and it's not very unconventional. It's a fairly conventional program of study. Sometimes it's modified to accommodate to the realities of their lives, sometimes they don't pay enough attention to that. But typically, they pay some attention to that when the programs are set up these days.

But these programs are coming along, and they're growing in importance and value. And the reason is pretty obvious: I think I've spoken before of the number of people who hold the first degree, the bachelor's degree, in the country. That number (I checked just the other day) is now 33 million.

Now, with that number of people holding a bachelor's degree, and a lot of them--obviously, these are not children, I mean, these are older people, when you add up the 33 million. A lot of them are going to want to have this kind of continuing education. And this is want, not need, you see. Because a liberal arts degree doesn't get you a job by itself, unless you want to be a teacher, I

guess, of the liberal arts, which is typically what a liberal arts program in graduate study becomes: it becomes a vocational school, teaching people how to teach in a certain area. Well, not teaching them how to teach, alas, but giving them a presumed background for being teachers in history or philosophy or what you will.

So that will be part of the future of higher education-- however it's expressed. It may not be expressed in the way in which extension arms, continuing education arms, are organized, but it will be there.

From Ad-Hoc Adventures to Certificate Programs

Stern: My own self, I do believe that that will be a continuing important thrust of continuing education, equally because adventure has been part of the mission, although not typically stated as part of the mission, but as people over the last fifty years have interpreted it, and notably in the University of California and New York University, at the University of Chicago--I could name several dozen institutions in which this kind of adventure has taken place, paralleling at the same time programs which are established and traditional, and these have up to now been ad-hoc in character. These adventures have been ad-hoc.

But because the pressure is on these university extension arms to be organized, to be regular, to become part of the establishment, ad-hockery has gone by the boards. And what you have is that which has been common, and indeed I've encouraged it over the years, the development of certificate programs.

Lage: Now, this is from adventure to certification?

Stern: That's right. And so the trend has been to try to adapt new fields into this mold of sequences, of sequential programs of instruction.

Lage: Is this a nationwide trend?

Stern: Oh, yes. This is a nationwide trend. The obvious reason for it I think I've cited before: the natural cultural attitude of Americans is that if there's credit in it, or if any kind of recognition, if you get something at the end that's a diploma or a certificate or what have you, then it's much better than if you don't. You don't go to school to be unrewarded by tokens of achievement, you see.

Lage: But it seems to me more than that also--it provides a regular program of study, where you feel you're getting a competency in an entire field.

Stern: That's right. Well, that's the idea. The attitude of the public is based upon the notion that if the institution takes this seriously, the institution will organize a program of study which validates the student's achievement. And I think that's very sound.

At the same time, if one moves too far in that direction, what we will see is the need for adventure breaking out on some other fringe, on some other growing edge of the institution. So what I foresee, if you like, is a movement in which a reasonable financial base remains present, and is recognized, respected, by the institution in its management of certain areas of continuing education, and inevitably because human beings are that way, adventure coming along at the fringes of that activity.

Lage: Now, what would you term adventure?

Stern: Well, like the course I'm just trying to set up right now here in the Institute of Governmental Studies. We're thinking of a course for wanna-be legislators. Why? Because right now, term limitation is running riot through the country. Everywhere you turn, you see limitations in various states. I mean, the Wall Street Journal had an editorial about this the other day, and I've forgotten how many states now have on the ballot various propositions which call for that. We have, in our own state, Proposition--I've forgotten its number, one hundred and sixty-something, which calls on us to say yea or nay to limitation on the terms of national legislative offices, congressmen and senators. Isn't that correct?

Lage: Yes. [Proposition 164, to set congressional term limits passed in November 1992.]

Stern: So, if that's the trend, then we will see a different attitude towards politics. And if we're going to see a different attitude toward politics, it would be very helpful for people to have some education, have a quick go-round about what it means to be in politics at all, and in this kind of politics as well.

Now, that's an adventure. That's an idea for a course--

Lage: Something new and something not related to something else?

Stern: Something new, that's right. And also, does it have a potential for follow-up? Maybe, I don't know. But at least--

Lage: It may become a certificate program.

Stern: That's it, that's what I'm saying. It may seem so complex after we adventure in it--that's the way you develop a program. And after a while, I can even foresee people getting credit for it, in the undergraduate or graduate program of this university or some university. That's the way it happens. Now, that's an adventure. Does that satisfy you as an adventure?

Lage: That's a good one. On the certificates, how do they develop--what kind of legitimacy do these certificates have? Are they recognized by the world at large?

Stern: They have the legitimacy of the institution. In some cases, they have the legitimacy of licensing boards, in certain areas. In some cases they have the legitimacy of accrediting bodies, some accrediting bodies. They're relatively in their beginning stages, and some of them obviously consist of credit units as well. Because remember that the typical pattern which is exercised in universities is that academics argue that they should, and they should in my view too, have control--I'm conservative in this regard--have control over the issuance of degrees and certificates.

What we have done, and when I was dean, I was very careful to make sure that we had included in the advisory committees people from relevant departments who would vet these courses, who would be involved in the development of these certificates. All our courses were approved by the Academic Senate in the first place individually, and so what we tried to do is to make sure that as packages, they can get the endorsement of faculty.

Lage: Do you use very many professors from the University as instructors in these certificate programs?

Stern: Not too many. We used some. Some of them come from the University, some of them come from the field. This is typical, because the interest of the departments is not necessarily in continuing education. Typically, the interest of departments is not continuing education. Three hundred members of the faculty who teach annually in University Extension--20 percent of all instructors--came from this campus; and the balance, some 1200, came from other schools and, more than any place else, overwhelmingly from the various professional fields involved outside.

Because after all, you have a rich resource in the Bay Area. There are relatively few places that this exists. That's not quite true. There are many places that it exists, but they're not taken advantage of. Any large metropolitan area gives you an opportunity to use other than faculty resources as teachers. But usually

faculties tend to be stiff-necked about it, and I think I've gone over the process by which we have reassured faculty of the quality of our instruction, in terms of various Academic Senate committees which we've satisfied.

So that is the way in which we're going. The regularization of programs which started out as a gleam in the eye--historically, programs like this with few exceptions were undertaken as academic replicas, and they replicated academic instruction. And then, some of them didn't, and they moved on past. Some of them were adventures in the first place, as I think I gave that outstanding adventure which I've commented on at Johns Hopkins in 1876. But that's continuing. That goes on and on, and it will always go on, because people are imaginative.

Lage: It's the imaginative arm of the university.

Stern: Well, it's the growing edge of the university.

Now, if it is reined in, as it may very well be in many places because of the fiscal problems and so on, and if, for reasons of ignorance on the part of senior administration, it is short-changed as far as basic capital for adventure is concerned, it will dry up. There is no question about that. But then it will come back.

Continuing Education and the University's Adaptation to Change

Stern: This happens wherever you go. Universities are vital factors, and the vitality lies in people. It doesn't lie in the administration, by and large, although it did 100 years ago. It did. It lay really in the leadership of several universities in the United States. And if it comes about that that leadership exists again to any significant extent, we will see a thriving of a recognition of the realities--of the adaptation of universities to the older student, to the part-time student.

I hope it happens. But without cynicism, I'm not encouraged by the fundamental attitudes of most academics who lead American universities.

Lage: You were going to comment on further--you ended on that note last time, and then said you had more to say.

Stern: Yes. Well, I had something to say I think about the future.

Lage: About the lack of foresight among--

Stern: Oh. Well, yes. I mean, it's the way they grow up.

Lage: Any specific examples?

Stern: Well, lots of specific examples.

Lage: On this campus.

Stern: On this campus? Well, the Caldwell report was a specific example.

Lage: Of lack of foresight?

Stern: Of lack of foresight. They should have not reduced that provision.

Lage: Now, tell us again what that report did.

Stern: It reduced the provision for giving the opportunity for part-time credit instruction through Extension. They should not have reduced it. They didn't wipe it out, but they reduced it. Did that strengthen the University? No. Did it weaken Extension? Well, in a way, in an unexpected way, it released energies to flow in another direction altogether. But I think those energies would have flown anyway, because they already had. The real point is that we have to push them even more, and deprive the institution of a provision for part-time education which, if it had in place right now, it could just call up and multiply.

Now it has to be effectively reinvented, and you have to have probably two to three years of build-up, whereas you wouldn't have had anything like that. You would have been able to develop such a program in six months.

After all, look what we did with that freshman program. We developed it literally in three months, because we had support from the institution.

Lage: They wanted it.

Stern: They wanted it. Now, when they want again a program of considerable scope, of this scope, it can't be done in that short a time. It will take a considerable length of time to do it--much shorter than if it were in the hands of academic departments altogether, but still, it will take longer than three months.

Lage: But if they want part-time education, will they go through Extension, or will they just go change a few rules in the University?

Stern: Now, that's a question which I pointed out before: Extension is likely to lose--continuing education programs throughout the country are likely to lose this provision where they have it. Because it will go back to where the power lies to give the degree. Frankly, I've always thought that was logical, and I still think it's logical.

And I think it's sound up to a point: what does it do? It makes part-time degree work duller than it has been, as it has been in the hands of these presumably dirty-handed, so-called academics who presume to give instruction, second-rate citizens and part-time degree work and so on.

Yes, but there was a lot of life there, is a lot of life there. And you have to accept the fact that anybody who has taught adults says that they're much easier to teach, much more fun to teach; if these people who are teachers have any kind of intellectual energy at all, they think it's much more fun to teach them than to teach undergraduates.

So it stands to reason, then, that introduction of those students in classes will both eliminate some drab types who can't teach worth a damn anyway, and will encourage others.

Will the provision exist as an Extension provision? Well, I don't know. I think it depends upon the relative balances, stresses and balances, that exist in a given institution. In the University of California? Well, I know for example that the chancellor at UCLA is giving very serious attention to a part-time degree worked through Extension. Well, that may start that way, but at a given point--five, ten years down the pike--there may be attitudes expressed by faculty and shifting and changing of this provision.

In the University of Southern California, there was an evening college provision which was held by a continuing education arm for many years, and then by fiat the administration diverted or reverted it to the control of schools and divisions and wiped it out--effectively wiped it out completely--of the continuing education arm.

Well, that creates a different kind of pressure. How do you coordinate it? For a while they had it coordinated through a vice president, and then they gave that up, so that they're presently in a situation where you have a decentralized provision of continuing education, credit and non-credit alike, throughout the institution. There are institutions in which this happens.

Lage: Does that seem to work at USC, do you know?

Stern: It can. My own feeling--not my feeling, no, the very definite belief on the basis of observation--is that where you have a decentralized provision, there is a tendency towards centralization. And where you have a centralized provision, you have a tendency towards decentralization. This is a warring equilibrium, and these are vital, living organisms, universities. So that they will change in terms of structure over the years.

Which is better? I think, well, whoever wins decides who's right.

Lage: [laughs] There's a good answer.

Self Study and Strategic Planning. 1986: A Cautionary Note ##

Lage: I came across references to the process of self-study and reorganization in the Extension Division in 1986. What was that all about?

Stern: Well, reluctantly and under pressure--

Lage: From whom?

Stern: Well, from Vivian Satcher, Gary Matkin, Don too, I guess, "We have to have a self-study, we have to have"--what they really said was, "We have to have a strategic plan." Well, you know, that word strategic plan--[sighs] oh, gee whiz. Strategic planning was all the rage then, and probably has diminished in intensity because, as people see, strategic plans don't mean a damn thing. The most important thing you do in a strategic plan is what you do today.

A strategic plan--and yes, it's all right to have a sense of where you're going, and I think it's valuable to have staff have a sense of where it's going, and to involve staff in the process. But if you make it too orderly, everybody then becomes hampered by saying, "We're not arriving at that goal." Well, things change. What if you were wrong, and you move away from it?

So I think that strategic planning is a dead-end instrument which we adopted from the business community, and didn't do it as imaginatively as sometimes businesses, successful businesses have.

I think I've mentioned before that the whole notion of looking ahead this way really had its roots in the Department of Defense some forty years ago when a former president of this University,

Charles Hitch, was assistant secretary of defense under Robert McNamara [1961-1965]. And he invented, or rather developed--I don't know whether he invented it, or certainly developed--forward budgeting.

My own experience of forward budgeting in dealing with universities was salutary. It is salutary if you do it but don't take it with deadly seriousness.

Lage: So forward budgeting is basically strategic planning and--?

Stern: All forward budgeting really means is that you make a five-year plan, and you say, "This is what we're going to do, and this is what we expect we have to budget." Remember, Mr. Hitch was in the Department of Defense, and there, of course, you have to do this all the time, let's face it.

Mr. Hitch's position I think was very sound. You change it every year. You look at it periodically--as a matter of fact, you look at it more frequently than every year. You have a staff which looks at it. Well, who has a staff to look at that sort of thing? I mean, it's a sin against common sense to think that in a department like mine we have the staffing to do the job properly. So you do it sketchily. I don't object to doing it sketchily. I think sketchily is a fine way to do strategic planning. You think, "Where do I want to be five years from now, and what steps do we have to take now to get there?"

Lage: Was this what you were trying to do in the self-study?

Stern: Yes, that's right. And then you make yourself a time line--that lovely phrase, "time line." "Here's where we will have to be in this particular phase of it by June 1993, and here is where we will have to be in that phase in July 1994. And have they met their goals?" Well, God, this puts you in the controllership of some idiot planner in the basement, who's sitting at a console and figuring it out. "Hasn't met his planning goal." Well, gee whiz.

Sure, we held staff to goals on a given basis. Asked them to lay it out for a year, lay it out for more than a year. We've done that all along. And this was a codification of that process.

Lage: So how did it proceed?

Stern: I still object to it, although I'm sure that Gary swears by it. I will note that they had a deficit of \$700,000 this last year after I left, so I don't know how successful it was on that score.

Lage: What changes did the self-study bring?

Stern: One positive change, apparent change, which I think has been diminished by laying off people, has been a sense of involvement on the part of people. That was why I consented to it in the first place. I think it's good to have people involved in the process of knowing where the organization is going, and not just by my telling them that, because--well, I'd give talks to staff and I'd say, "Well, things look pretty good, fellas, you're doing pretty good," and so on. But that didn't seem to be good enough, so okay fine, let's get everybody involved. And I think that's good. I have no objection to that.

But to make book out of it, and then feel guilty because you haven't met that goal, deadlines being what they are--

Lage: Is this what happened?

Stern: Oh, yes, that's always what happens.

Lage: Did you have a professional strategic planner come in and guide the process?

Stern: No, we were doing this ourselves. Everybody knows that you can do it yourself, which is nonsense. You don't want to do it yourself, and you don't want to do it. Frankly, I don't want to do it. Ever--

Lage: You got talked into it, though.

Stern: I got talked into it, and it worked, in a modest way. One of the advantages of it is you can make a pretense of saying, "Well, our strategic plan is in place, and this is what we're going to do five years from now." So if you want to get money, if you want to raise funds for development, then it's a good thing to have. And maybe they will be able to help themselves get money. I think that my successor is certainly geared to that, and she probably will be helped by a strategic plan even if it's never fulfilled.

My own guess is that parts of it will be and parts of it won't be, and they will move in other directions, and it will be very exciting. At least, that's what I hope. I hope that the whole thing doesn't get achieved, because if it is, something's wrong with the adventure side of the shop.

Lage: Now, what years did this plan cover? Didn't it cover mainly the years when you were dean?

Stern: Well, it moved ahead. Was it '86? I don't even remember. Eighty-six, big deal. Probably covered three or four years, and this is

where we're going to be, and this is how we're going to shape it, and we'll change our minds next year and so on.

It's really nothing different from what you do every year on an informal basis, but you--

Lage: So you don't feel it made a significant impact.

Stern: Hell, no. If anything, it reduced people's imaginative involvement in what they were doing, because it made them--it didn't give tunnel vision, but it made them think ahead in a straight line rather than spread out. Well, it did give them tunnel vision.
[laughter]

So this is my position. Now, if you ask Gary about it, I'm sure Gary would have a much more measured appreciation of its effectiveness. And if you ask Vivian about it, probably she would too. Don would tend to agree with me, because Don's lighthearted, what the hell. And he doesn't care any more. He has, he had, a dedication to Extension--has it today. But you're a professional, and when you leave a job, you leave it.

I've left it. I'm dedicated to the idea, I work in the field, but I don't have to approve even of things I did myself. This is something I approved of then which I don't approve of now. I wouldn't do it again.

Lage: Wouldn't do--?

Stern: I wouldn't make a strategic plan. What would I do in its place? I wouldn't call it a strategic plan. The very word offends me. I would say, "Let's ask ourselves where we want to be two years from now. We can't look any much further ahead than that, and this is what we should do in this field, in this field, in this field. And everybody share, this is where you want to be." Because this is what I see, trend lines emerging, that kind of stuff.

Lage: Because you do like to look ahead, I gather from speaking to you.

Stern: Yes, we always did that. And so what do you need a strategic plan for? What kind of a shop are you that you need a strategic plan? If you're an adventurous shop, your strategic plan is to be open. Your strategy should be always to give everybody a chance to do his or her thing. Everybody should be able to do that.

And then when you get an idea that you want to stay with for two or three or four years, okay, you can do it. We encourage it. If it works, if it doesn't lose money, and if it supports the general thesis that people want to learn in this field, by all

means, let's go ahead and do it. That's the nature of a plan that I would argue is worthwhile.

But to go into the minutiae that inevitably happens, because it's essentially a task of cost accounting and controllership, that seems to me frivolous.

Lage: So the plan was connected to budgeting, not just--

Stern: Oh, yes. Well, yes, inevitably it does that. Strategic plans in business are always connected to how much money do we have to make, and what's the best way to get it? So we're always concerned about that too, obviously. But to be rigid about it, which is always the danger, is a mistake, is quite a mistake.

Now, the great strength that my colleague Gary brought to Extension was to bring a very sound kind of analysis of our performance. He's done a marvelous job of that.

Lage: What's his background?

Stern: He was an accountant, he was a CPA. And then he got his doctorate in higher education over the years. But he's imaginative. He's a creative accountant. He's very imaginative. So it isn't deadened. That's Gary's great strength: he's an imaginative accountant, which is really a contradiction in terms, so that he's really quite strong. I think he's an enormous asset under those circumstances.

But to push strategic planning into the direction of imitating a business organization is an error.

Lage: It seems to be the way everything is going these days, though.

Stern: Sure, we're a business. We're an academic business, however, and we're more than an academic business, we're an academic business which demands creativity. The closest thing we are is to the movies or to book publishing, that's what we are. Magazine publishing. But even those don't satisfy, because you have to have more standards than they have in most magazine publishing, or most book publishing these days.

I note, for example, that movies have better standards in my view these days than book publishers by and large, and I have known them over the years. Have I known them!

But notice that the film industry has the same problem that we do: you put something out, and you hope that people want to come. And what Sol Hurok says applies: if people don't want to come, they'll stay away in droves. [laughter]

So that's the same thing that applies in continuing education, because we're open, you see. We don't have a carrot, by and large, to hold in front of them. The minute you put a carrot in front, you change the nature of the enterprise, and that's what's happening now.

Lage: The carrot in front is something like the certificate?

Stern: It's the credit--it's a degree or certificate. The certificate isn't as much of a carrot, because the certificate is based upon a structure of a practical kind. It is not a theoretic structure. It is not a structure to say, "What do these people need to be adequate in the liberal arts?" Rather, it's a practical certificate; it's occupationally and vocationally oriented, for the most part.

We may say that people need a degree of humanities involvement; that's entirely possible. Certainly in landscape architecture, which you cited before, you can't do much without having a sense of an aesthetic, which obviously you don't get by being "practical." So, as the case may be.

Summing Up and Looking Ahead: Extension as the Growing Edge of the Institution

Stern: Well, I guess this brings us pretty much to the basic end of it. My generalization is that we're moving in the direction--as continuing education arms are now conceived--of more regularity, of more involvement in the institution, of more transfer to the heart of the institution of aspects of the work that has been done in continuing education, particularly as it affects credit, and perhaps more than that--although I doubt it will go that way for many years.

From the point of view of [laughs] strategic planning, from the point of view of the planning ahead that should be done by the university in conjunction with senior officers of administration of continuing education, I think that account should be taken of the structure, how it might be revised on a cautious basis, tentative basis, letting it live and not moving things out abruptly from it until they have matured to the point where they no longer are adventurous. Because if I am any judge of the quality of a continuing education arm, it thrives on the sense of originality and putting out courses to people de novo, new things. The growing edge of the institution.

To do that well, it needs to have a certain base. If it is given a base of credit instruction, that will work up to a point. That is to say, if the organization--I mean continuing education organization--relaxes and says, "Well, we're making all these bucks, we don't have to work that hard," that's not the way it should go.

Lage: It doesn't sound as if they're ever making enough bucks to say that.

Stern: Well, oh, they do. They can, in a credit package, yes, certainly. No question about it. You can do very well. USC was doing extremely well. It had a great deal of surplus, but it was using up its surplus in ways which were not sound from the point of view of the institution.

I think that USC was wrong in what it did, but the reasons why it did it were perfectly plain. Most institutions--our own Extension arm brings back money to the institution. At the present time--when I left, it was really contributing to the internal economy to the tune of more than \$4 million, and it was giving back to the institution \$2.5 million plus, in assessment of fees--and what was it costing the institution to do these various services?

Lage: The fees are fees assessed for services--

Stern: For services. In other words, it's a substitute for overhead, you see. You've got to make an overall overhead charge, that's what they did. Now, most institutions will make an overall overhead charge.

Lage: They charge you rent, and--is this the way the University does it?

Stern: Yes. And then they calculate it and they say, "Well, your overhead is--" Let's take New York University just a couple of years ago. "You're doing \$50 million worth of business. Your overhead assessment is thus-and-so. And what we want from you is a surplus of \$8 million, after the overhead assessment."

Lage: Then they want the \$8 million also?

Stern: You've got it.

Lage: Now, does that happen at this University?

Stern: Not quite that way.

Lage: You mentioned financial problems and squeezes.

Stern: Not quite that way. Remember, we're a public institution. We're not a private institution. This is more true of private institutions, where credit is typically a source of incremental income. At New York University a few years back, I checked and discovered they were then doing something like \$40 million worth of activity, and the credit program, which only was a quarter of that--\$10 million of income--had a surplus of \$5 million. Whereas all the rest produced another \$3 million. Isn't that interesting?

So that if you're going to be adventurous, this costs much more money than is commonly understood, by faculty and even administrative leadership. And if you're going to develop original programs, of course now where money comes into play is in part-time credit instruction. That can be done relatively inexpensively, even paying acceptable salaries to faculty. That can be done pretty well.

Lage: So you need that as a financial base for your adventure.

Stern: That's one thing that can serve, but if you leave it without controls, then you have a drying up of energy because people tend to say, "Well, I'm doing pretty well," because they interpret it in dollar terms rather than in adventure terms. Adventure doesn't really have that much to do with dollars. You're happy with doing something. You see, you want it to make money too, but that's the difference.

So that my own belief is that we will see things happen in rather inchoate ways, disorganized ways. We will see steps taken to incorporate part-time credit instruction. And that might not even work out very well, because if you're dedicated to full-time students, you shortchange part-time students.

If you're going to deal with part-time students, you have to pay attention to the reality of their life needs, of what they need in terms of scheduling. The very simplest of things in that direction.

That's another reason why I think part-timeness is going to take over, with the pressure that is now put on this University--well, I'll put it a different way. With the pressure that is put on the state system right now, the California State University system right now, you will see there a rise of part-time degree work. Because people can't get what they need in full-time programs, or something that is close to a full-time program.

I was coming to work this morning and what did I hear on the radio? Cal State students spend six or seven years getting a degree. Well, what is that but part-time education? Well, if

they're going to have to do that, why not call it by its name? Why not say, "You're now going to serve students in a quite different way," and accommodate to what's happening instead of persisting and giving people the illusion that they're getting a full-time education, and then shortchanging them in terms of time to a degree? I think that's shocking behavior.

So for reasons of student interest, they're going to have to accommodate to the future, because the pressure is not going to be off this University, or any public university in this country, and particularly in this state, for the next seven or eight years. We're in a depression, and we're going to continue to be in a depression, and we're not going to get out of it fast.

Can the university bail itself out to some extent? Can it go into a big fund-raising drive? It will. Can it do something to help itself by a rather heavier engagement in part-time degree work? Yes, it can. It can. It can get more revenue for itself and do the job that it should do, even do a job properly for full-time students, in my view.

But will it? Maybe.

Lage: Your prediction was two years, so--

Stern: My prediction is two years, and I hope so, but that's a prediction based on hope.

Lage: Is that a good way to end our sessions?

Stern: Yes.

TAPE GUIDE--Milton R. Stern

Interview 1: April 27, 1992	1
Tape 1, side A	1
Tape 1, side B	12
Tape 2, side A	21
Tape 2, side B	32
Interview 2: May 6, 1992	39
Tape 3, side A	39
Tape 3, side B	49
Tape 4, side A	60
Tape 4, side B	not recorded
Interview 3: May 15, 1992	70
Tape 5, side A	70
Tape 5, side B	80
Tape 6, side A	90
Tape 6, side B	not recorded
Interview 4: June 3, 1992	99
Tape 7, side A	99
Tape 7, side B	108
Tape 8, side A	118
Tape 8, side B	127
Interview 5: June 16, 1993	128
Tape 9, side A	128
Tape 9, side B	138
Tape 10, side A	148
Tape 10, side B	159
Interview 6: August 7, 1992	165
Tape 11, side A	165
Tape 11, side B	175
Tape 12, side A	187
Tape 12, side B	198
Interview 7: August 27, 1992	202
Tape 13, side A	202
Tape 13, side B	213
Interview 8: September 3, 1992	224
Tape 14, side A	224
Tape 14, side B	236
Tape 15, side A	246
Tape 15, side B	not recorded

Interview 9: October 5, 1992	251
Tape 16, side A	251
Tape 16, side B	260
Tape 17, side A	270

Curriculum Vitae

MILTON R. STERN

July 1991

Institute of Governmental Studies
 109 Moses Hall
 University of California
 Berkeley, California 94720
 (415) 642-1473
 FAX (415) 642-3020

Home: 44 Southridge West, Tiburon, CA 94920
 (415) 388-6585

Dean Emeritus, University Extension, University of California, Berkeley
 (Dean 1971-1991)

Director, University Center for Adult Education, University of Michigan-Wayne
 State University (1966-71)

Associate Professor of Education, School of Education, University of Michigan
 (1966-71)

Assistant Dean and Director of Liberal Arts in Extension, Division of General
 Education, New York University (1960-66) Associate Professor of Adult
 Education (1964-66); Assistant Professor of Adult Education (1960-64). From
 1946, administrator at New York University, responsible for many areas of
 program in continuing education.

Professional Activity (Selected)University of California at Berkeley

Visiting Fellow, Institute of Governmental Studies, University of California,
 Berkeley (1991-)

Faculty Associate, Center for Studies in Higher Education, University of
 California at Berkeley (1991-)

Member, Committee on Faculty Awards, University of California, Berkeley
 (1986-1990)

Member, Council on Educational Development, University of California, Berkeley
 (1985-88)

MILTON R. STERN

Page 2

Member, Advisory Committee, Institute of Governmental Studies, University of California, Berkeley (1974-79)

Other

Visiting Fellow, the Oxford Forum, University of Oxford, 1989

Member, Executive Committee, Council on Extension and Continuing Education, National Association of State Universities and Land Grant Colleges (NASULGC) (1985-89)

National University Continuing Education Association (NUCEA), Chairman, ACE/Macmillan Committee (1985-1991)

National University Continuing Education Association, Board of Directors (1980-82)

Founding Chair, National University Extension Association Committee on Liaison for Accreditation and Standards in Continuing Education, CLASCE (1975-80)

Chair, NUEA Joint Regional Conference, San Francisco, 1972; Chair, Committee on Professional Development, University Adult Education (1967-72); Member, Special ad hoc Committee on Racism (1968-69)

Western Consortium on Public Health, Board Member, Vice President and Treasurer (1975-1991)

Visiting Committee on Continuing Education, Board of Overseers, Harvard University (1977-83)

Member, Executive Committee, Adult Education Association of USA (1974-76)

Chair, Publications Committee, Adult Education Association USA (1960-71)

Member, Executive Committee and Board of Directors, Adult Education Association of Michigan (1968-71). President (1970-71)

Contributing Editor, The Journal of Higher Education (1966 to 1971)

Member, Graduate Committee, School of Education, University of Michigan (1968-70)

Chairman, Non-Credit Guidelines Committee, Association of University Evening Colleges (1967)

MILTON R. STERN

Page 3

Lectured at University of Oxford (1989-1990), University of Edinburgh (1971, 1967), and University of Sheffield (1967); University of Liverpool and University of Keele (1964-65). Studied English adult education on Ford Foundation Travel and Study Grant (1964 to 1965, six months)

Consultant, Ford Foundation, advising on grants to predominantly Negro colleges (1965-66)

Consultant, Center for the Study of Liberal Education for Adults (1960-62)

Consultant, Fund for Adult Education (1959-60)

Taught adult education (graduate) and English literature, Shakespeare, Semantics at New York University from 1947 to 1966. Began teaching career as assistant d'anglais, Lycée de Bayonne (Basses-Pyrénées), France (1936-37)

Frequent speaker before national, professional, university and civic groups on continuing education

Books

Power and Conflict in Continuing Professional Education, (Editor) Wadsworth Publishing Company, 1983, 276 pages, plus xii

The First Years in College (Co-Editor) Little, Brown & Co., Boston, 1965, 601 pages, plus xvii; (Paper Edition, Houghton Mifflin Co., Boston, 1966)

People, Programs and Persuasion: Promoting University Adult Education, Center for the Study of Liberal Education for Adults, Chicago, 1960, 101 pages, plus vii

Chapters in Books

Students of the Third Age, Chapter, "Coasting Home!" (Editor, Richard Fischer) Macmillan, to be published 1992.

Beyond Cheering and Bashing: New Perspectives on the Closing of the American Mind, (Editor, Wm. Buckley) Bowling Green State University Popular Press, 1991.

Power and Conflict in Continuing Education, Chapter, "From Barn Raising to Claim Jumping: The Social Ecology of Continuing Education," (Editor, Harold J. Alford) Wadsworth Publishing Company, 1980

MILTON R. STERN

Page 4

On College Teaching, Chapter, "Working with Older Students," (Editor, Ohmer Milton) Jossey-Bass, Inc., Publishers, May 1978

Papers and Articles (Selected)

"Coasting Home!" NUCEA Conference on Older Adults and Institutions of Higher Education, Williamsburg, Virginia, June 13, 1991.

"The New Majority: Impact of Older Students Upon the University Today," Keynote address, Program of Institutional Management of Higher Education (OECD), Paris, France, December 5, 1990.

"Interaction of Business and Lifelong Learning in America," under auspices of The Educational Foundation Group, Kobe, Japan, September 14, 1990.

"Two Cheers for Education, Three Cheers for Teachers," Wilbur Cohen Award address, School of Education, University of Michigan, Ann Arbor, April 6, 1990.

Commencement Address, Johns Hopkins University, Baltimore, Maryland, May 25, 1989

"Long on Management, Short on Soul?" NUCEA National Conference, Salt Lake City, April 17, 1989

"What Adult Students Expect the University To Do For Them," University of Iowa Faculty Senate Symposium on The Nature of the University, Iowa City, Iowa, March 31, 1989

"The Multicultural University of the Next Century," Keynote address, NUCEA-UC Berkeley Extension Conference on Continuing Higher Education in a Multicultural World, San Francisco, February 16, 1989

"Extension at Its 1991 Centenary and Beyond," University of California at Berkeley, October 21, 1988

"Generation in Command," Keynote, National University Continuing Education Conference, New Programs for a New Population, Washington, D.C., June 11, 1988

"The Historic Future," Journal of Continuing Education in the Health Professions, Vol. 8, pp. 1-5, 1988

MILTON R. STERN

Page 5

"Culture and Democracy: Strange Bedfellows and Their Offspring," NUCEA, Regional Conference, Salt Lake City, October 13, 1987

"CPE Comes of Age," Keynote address, Centennial Conference of the American Institute of Certified Public Accountants, (AICPA), New York City, July 22, 1987

"Starting Over," Keynote address, Lifelong Learning Research Conference, University of Maryland University College, February 19, 1987

"Post-Tertiary Education Comes of Age," The University Council on Adult and Continuing Education annual meeting, March 25, 1986, at the University of Hull (UK)

"The Day Before Tomorrow," Faculty Retreat, Rochester Institute of Technology, Rochester, NY, February 4, 1986

"The Recent Future," First Paul A. McGhee Lecture on Continuing Education, New York University, January 13, 1986

"The Meaning of a Liberal Education in a Multicultural Society," Keynote speaker, first annual conference, Division of Arts and Humanities, National University Continuing Education Association, New Orleans, Louisiana, February 16, 1985

"Ivory Towers in the Marketplace," Outreach Professional Development Conference, Continuing Education Services, University of Northern Colorado, Greeley, Colorado, February 14, 1985

"For Humanities Sake," MOBIUS, a Journal for Continuing Education Professionals in Health Sciences and Health Policy, April 2, 1984

"The Uses of Useless Knowledge," Keynote address, Capital District Humanities Program, State University of New York at Albany, September, 1983

"New Century, New Students -- New Universities?" Keynote address, 1983 Annual Meeting, Alabama Association for Continuing Education, Montgomery, Alabama, June, 1983

"How Can We Keep Them Educated? University Planning for the 21st Century," 1983 Colloquium Series, Division of Higher and Adult Continuing Education, School of Education, University of Michigan, Ann Arbor, March, 1983

MILTON R. STERN

Page 6

"What Else and What More Should Museum Professionals Know?" Keynote address, International Council of Museums (ICOM) meeting on Professional Development, Ottawa, Canada, October, 1982

"Can You Walk in the Market Place and Keep Your Academic Virtue?" Region III, NUCEA Institute for Continuing Education, University of Virginia, Charlottesville, July, 1982. (Reprinted in MOBIUS, A Journal for Continuing Education Professionals in Health Sciences and Health Policy)

"Professional Thinking about Promotion," Banquet address, annual meeting of the joint conference of the Adult Education Association of New Jersey, Parsippany, N.J., April, 1982

"Quality Examined: Reality, Symbol and Bureaucracy," Annual conference, Region IV, NUCEA, at University of Indiana, Bloomington, Indiana, October, 1981

"Partnerships with Professional Association" (with Philip Nowlen), Annual Conference, American Association of Higher Education, Washington, D.C., March, 1981, (Reprinted as monograph, Current Issues in Higher Education, No. 3, 1981, AAHE, Washington, D.C.)

"Competition in Continuing Education in the '80s," Banquet Address, Annual Conference 1979 of the Universities Council for Adult Education, University of Keele, United Kingdom, April 11, 1979. Reprinted in American Association of Higher Education Bulletin, December, 1979

"The Politics of Continuing Professional Education," Annual meeting of the National University Extension Association, St. Louis, April 12, 1976

"Compulsory Continuing Education for Professionals, or the Gold Rush of '76," Proceedings of Conference on Certification, Credentialing, Licensing and the Renewal Process, Northwest Adult Education Association, Seattle, Washington, February, 1976

"The Invisible University," The Spectator, Bulletin of the National University Extension Association, Volume XXXIX, Number 22, December, 1975

"The Extended University and the Reluctant Faculty," Proceedings, 16th Annual Meeting, Western Association of Graduate Schools, Pacific Lutheran University Press, Tacoma, Washington, 1974, pages 108-115

"The View from the Fifteenth Century," The Spectator, Bulletin of the National University Extension Association, Vol. XXXVI, Number 11, March, 1973, pages 3-9

MILTON R. STERN

Page 7

Trends and Tangents -- Continuing Education," Journal of Higher Education (Eight articles as contributing editor, April, 1967 to November, 1970)

"Up from Basketweaving -- The Concealed Crisis in Adult Education," Graduate Comment, Wayne State University, Vol. X, No. 3, 1967

"Generation in Command," reprinted from graduation exercise address, New York University, June, 1966, as follows: Michigan Medicine, Vol. 66, No. 19, October, 1967; Adult Leadership, March, 1967; Alma Mater, Journal of the American Alumni Association, November, 1966 Graduate Comment, Wayne State University, Vol. LX, No. 4, 1966; New York University Alumni News, October, 1966

"Adult Education Research for a Changing World," (with Earl McGrath), paper delivered at First World Conference on University Adult Education, Copenhagen, Denmark, June, 1965

"What Must Be and What Can Be," one of five chapters in A Live Option: The Future of the Evening College, Center for the Study of Liberal Education for Adults, Boston, 1965

"The Neanderthal Spaceman," Adult Education, Fall, 1963, from a lecture delivered at the Michigan State University Leadership Conference on Adult Education, 1963

"Down with Philosopher-Kings!" The Spectator, Bulletin of the National University Extension Association, Vol. XXV, No. 2, December, 1959 to January, 1960

Awards and Honors

Wilbur Cohen Award, School of Education, University of Michigan, 1990

L.H.D.(h.c.), The Johns Hopkins University, Baltimore, Maryland, 1989

Chevalier, Palmes Académiques, conferred by the French government, for services to French language and culture, 1988

Paul A. McGhee Medal (first recipient) conferred by New York University, 1986, for contributions to continuing higher education

Julius M. Nolte Award, the highest award conferred by the National University Continuing Education Association, for service to continuing education, 1984

MILTON R. STERN

Page 8

Silver Medal, Order of the Oak Crown, for war services, Grand Duchy of Luxembourg, 1945

Education

Columbia University: New College, Teachers College, B.S. and M.A. (1939).
Graduate Study, Turkish and Arabic, Princeton University (1943-44)

Personal & Other Background

Married to Isabel Andrews Singer; four daughters

Board Member, Lycée International Franco-Américain, San Francisco (1988-)

Founding Member of the Board of Trustees of the Royal Oak Foundation for the preservation of the Anglo-American cultural heritage (1975--)

Army Service, June 1941-December 1945; European Theatre: Five battle stars

Language: French, with moderate fluency and good accent

Member, Players Club, New York City (1966-84)

Member, Richard III Society (1958--)

Recreation, Interests: Sea kayaking, travel, historic preservation, political satires (Gillray)

INDEX--Milton R. Stern

- adult education. See continuing education.
- Alexander, Tom, 24-28, 33-35, 46
- Alinsky, Saul, 114-116
- Bauman, Irma Commanday, 30
- Bloomgarden, Kermit, 71
- Bowker, Albert H., 193, 202, 207
- Burch, Glen, 145
- Butler, Nicholas Murray, 33, 50-51
- Cacagli, Peter [Chabris, Pierre], 63
- Caldwell, James, 75, 97, 171, 255, 268. See also University of California (statewide), Caldwell Committee Report.
- Canadian Adult Education Association, 1
- Chachere, Marvin, 240
- Chase, Harry Woodburn, 76, 77
- Chavez, Cesar, 115, 116
- Cheit, Earl "Budd", 196-198
- Child, Francis James, 85
- Christensen, Mark, 202, 203, 206
- Clark, Sir Kenneth, 142-144
- Coble, Margaret, 28-29
- Cohen, Wilbur, 158
- Columbia University
Class of 1920, 54, 55
New College, 23-38, 45-46, 48-52, 59
Teachers College, 25, 46-47, 97. See also Columbia University, New College.
- Connick, Robert, 162, 165
- continuing education
by correspondence, 173-179, 257-258
marketing, 101-102, 205-207
organizational structure, 255-257, 269-270, 275-278
programming and innovation, 49-50, 59-60, 85-87, 99-113, 145-152, 178-184, 234-235, 264-267, 275
roots, 3-4, 126
social activism in, 1-5, 128-129
See also New York University Division of General Education; University Center for Adult Education; University of California, Berkeley, Extension.
- correspondence education. See continuing education, by correspondence.
- Cunningham, Phyllis, 128, 129
- Death of a Salesman, 71-72
- Depression, 1930s, 54-58, 82, 91
- Detroit Institute of Arts, 132, 142
- Detroit, Michigan, 1960s, 132-134, 138
- Dewey, John, 25, 26, 52
- Donohue, Maurice, 81
- Eastern Michigan University, 130, 152-153. See also University Center for Adult Education.
- education
high school teaching, 44, 56-57, 78
French, 34-39, 43-44
post-tertiary, 221-223, 249
progressive, 25-28. See also Columbia University, New College.
Prussian, 26-29
See also continuing education, university education.
- Ehrhard Seminar Training [est], 182-184
- Esalen Institute, 146-147
- Europe, travels in, 1930s, 34-43

Extension. See University of California, Berkeley, Extension; continuing education.

Farber, Seymour, 188-189
 Frandson, Phillip, 171
 Franks, Lord Oliver, 237, 238
 Frazer, William, 119, 219
 Friedman, Leonard, 171

 Gardner, David P., 119, 167, 189, 201, 215, 219, 220, 251, 253
 Geiselman, Lucy Ann, 189
 GI Bill, 82-83
 Gifford, Bernard R., 184-187, 219
 Gilman, Daniel Coit, 50, 85
 Goddard College, 175-176
 Gordon, Morton, 158, 159, 162, 235
 Great Society programs, 1960s, 132-138, 153-156

 Haber, Bill, 161
 Halsey, Margaret, 64, 74
 Hammond, John, 86
 Harclerode, Fred, 49
 Harper, William Rainey, 259
 Harrell, Colonel William "Wild Bill", 66
 Head Start, 135, 136
 Heilbron, John, 197, 210, 211
 Herman Stern & Son, 14-15, 20, 21
 Heyman, I. Michael, 119, 120, 200, 202, 204-206, 207-210, 212, 213, 214, 218
 Hidcote Gardens, 237
 Highlander Folk School, 116
 Hitch, Charles, 112, 167, 215, 216, 271
 Hitler Youth, 27, 28, 31-33
 Hoos, Ida, 112
 horticulture, education in, 235-239
 Horton, Myles, 116
 Houle, Cyril, 81
 Hutchins, Robert Maynard, 84
 Hyde, Fillmore, 87

Ingersoll, Ralph, 48

Jarrett, Jim, 186
 Jekyll, Gertrude, 236, 237
 Jessup, Frank, 236
 Johns Hopkins University, 51, 85, 259, 267
 Johnson, Lyndon B. See Great Society programs, 1960s.

Kanin, Garson, 72, 73
 Kaplan, Abbott, 81, 95, 96-97, 126, 171, 256
 Kerr, Clark, 49
 Kohner, Walter, 68

 Laitone, Edmund, 199
 Laval, Pierre, 37, 38
 Lee, Philip, 183
 Litton Industries, 137
 Logan, Max, 68-69
 Lomax, Alan, 86
 Luckman, Sid, 34
 Lycée de Bayonne, 36-39

MacArthur, General Douglas, 66
 McClusky, Howard, 158
 McDaniel, Donald R., 112, 253, 254, 270, 273
 McGhee, Paul, 74, 81, 84-85, 91, 113, 114, 122, 125
 McHenry, Dean, 49, 114
 Majdrakoff, Ruth, 124
 Margen, Sheldon, 162
 Matkin, Gary, 108, 112, 194, 213, 240, 253, 270
 Mauchlan, Errol, 218
 Metz, Mary, 118-119
 Miles, Raymond, 196, 197
 Miller, Henry, 36
 Mills College, 67, 263
 Muller, Dick, 120

National University Continuing Education Association [NUCEA], 134, 135, 137

New York University, Division of
General Education, 74-79,
81-90, 92, 97, 99-101, 114,
121-123, 125-127, 134-136, 147,
161, 171, 259, 264, 276, 277
Nyquist, Ewald, 121

Office of Economic Opportunity
programs, Detroit, 132-134,
137-138, 153-156
Olmstead, Allen, 31

Park, Roderic B., 194, 207-210,
213, 214

Pearl Harbor Day, 64

Pender, Gaston, 69, 70

Pister, Karl, 120

Pitchell, Bob, 134, 135

Pless, Luther Asbury, 30

Polsby, Nelson, 58

Power and Conflict in Continuing
Education, 4

Pusey Gardens, 237

Reid, Linda, 242

Richard III Society, 124

Richardson, Leon, 84, 91

Richmond, Hugh, 229-230, 232

Riesman, David, 103

Robbins, Jerome, 23

Robinson, William, 236

Rockefeller, Nelson, 77, 78, 96

Rosenwald Foundation, 115

Russell, William, 33

San Francisco Seminary, 176-177

Saxon, David, 167, 215-218, 251

schiffli embroidery, 14-15, 20

Schmidt, Benno, 113

Schwartzhaupt, Emil, 115

Schwartzhaupt Foundation, 115

Shannon, Ted, 126

Sheats, Paul, 81, 95-96, 166,
171, 256

Simon, Henry, 26

Smith, Russell, 114, 125, 127

Society of Followers, 56

Spurr, Steve, 131

Stern, Arthur (brother), 10-18,
20, 21, 23, 24, 34, 46

Stern, Charles (father), 10-12,
14-16, 18-21, 62

Stern, Margaret Halsey. See
Halsey, Margaret.

Stern, Sadie Reid (mother),
10-19, 21, 22, 45

Stern, Virginia Harriman, 142,
216

Stillwell, Hamilton, 126, 127,
131

Stolz, Preble, 229-232, 240, 244
strategic planning, 112, 270-275

Sutcher, Vivian, 254-255, 270,
273

technocracy, 6, 7

Tewkesbury, Donald, 46

Tien, Chang-Lin, 207, 210, 211

Tjerandsen, Carl, 114-116, 118,
127

Trow, Martin, 102

Trull, Carter, 30, 32

Tsina, Richard, 118, 199, 242

United States Army, Psychological
Warfare Unit, 66-70

University Center for Adult
Education, Detroit, Michigan,
105, 114, 121, 125, 127,
129-134, 137-138, 141-146, 152-
163

university education, part-time
degree work, 75, 79-81, 223,
258-264, 267-270, 277-278

University of California,
(statewide), 251-253, 258-261,
262

Caldwell Committee report, 170,
171, 255, 268

and Extension program, 75, 76,
79, 81, 84, 91-92, 95-97, 170-
171, 255, 268, 215-224

University of California,
Agricultural Extension, 167-168

University of California, Berkeley
 Academic Senate, 123, 162, 209, 224-233, 266
 administration, 202-205, 207-210, 211-212, 214-215
 College of Engineering, 199-201
 Department of Landscape Architecture, 94-95
 Institute of Transportation Studies, 173-174
 Institute of Governmental Studies, 58-60, 139, 265
 School of Public Health, 210-212
 School of Education, 105, 130, 184-187
 School of Business, 105, 190-193, 196-199
 Women's Center, 105
See also University of California, Berkeley, Extension; Western Consortium for Public Health.

University of California, Berkeley, Extension, 162-163, 165 ff.
 Academic Policy Committee, 227
 certificate programs, 249, 264-267
 correspondence education, 173-179
 international programs, 235-244, 248
 media center, 178-179
 organization, 253-258, 270
 and other university units, 105-106, 184-205, 209-219, 224-233
 Silicon Valley engineering program, 118-121, 199-201
 and statewide university, 118-121, 170, 173-174, 200-202, 219-224
 weekend programming in the humanities, 124-125
See also continuing education; University of California (statewide), and Extension program.

University of California, Davis, Extension, 145, 146
 University of California, Los Angeles, Extension, 81, 82, 95, 96, 100, 101, 210, 211, 216, 255, 256, 269
 University of California, San Francisco, 183, 188-190
 University of California, Santa Cruz, Extension, 114, 116-118, 119, 200-201
 University of Michigan, continuing education programs, 250, 256
 Department of Higher and Continuing Education, 158-163. See also University Center for Adult Education.
 University of Oxford, Worcester College, 217-218, 235-239, 240, 243, 244
 University of South Carolina, 4

Van Hise, Charles, 91
 Voorhis, Harold, 76, 77

Walker, Dorothy, 213, 215
 Watts, Malcolm, 189, 190
 Wayne State University, 130, 132, 153. See also University Center for Adult Education.
 Wechsberg, Joe, 68
 Weimar Republic, 26, 27
 Western Consortium for Public Health, 157, 210-212
 Winkelstein, Warren, 210
 Woods, Baldwin, 95, 97
 Worcester College. See University of Oxford, Worcester College.
 World War II service, 62-70

December 1993

Interviews on the History of The University of California

Documenting the history of the University of California has been a responsibility of the Regional Oral History Office since the Office was established in 1954. Oral history memoirs with University-related persons are listed below. They have been underwritten by the UC Berkeley Foundation, the Chancellor's Office, University departments, or by extramural funding for special projects. The oral histories, both tapes and transcripts, are open to scholarly use in The Bancroft Library. Bound, indexed copies of the transcripts are available at cost to manuscript libraries.

Adams, Frank, "Irrigation, Reclamation, and Water Administration," 1956.

Amerine, Maynard A., "The University of California and the State's Wine Industry," 1971. [UC Davis]

Amerine, Maynard A., "Wine Bibliographies and Taste Perception Studies," 1988. [UC Davis]

Bierman, Jessie, "Maternal and Child Health in Montana, California, the U.S. Children's Bureau and WHO, 1926-1967," 1987.

Bird, Grace, "Leader in Junior College Education at Bakersfield and the University of California," 1978. Two volumes.

Birge, Raymond Thayer, "Raymond Thayer Birge, Physicist," 1960.

Blaisdell, Allen C., "Foreign Students and the Berkeley International House, 1928-1961," 1968.

Blaisdell, Thomas C., Jr., "India and China in the World War I Era; New Deal and Marshall Plan; and University of California, Berkeley," 1991.

Bowker, Albert, (in process) Chancellor Emeritus, UC Berkeley.

Chaney, Ralph Works, "Paleobotanist, Conservationist," 1960.

Chao, Yuen Ren, "Chinese Linguist, Phonologist, Composer, and Author," 1977.

Constance, Lincoln, "Versatile Berkeley Botanist: Plant Taxonomy and University Governance," 1987.

Corley, James V., "Serving the University in Sacramento," 1969.

- Cross, Ira Brown, "Portrait of an Economics Professor," 1967.
- Cruess, William V., "A Half Century in Food and Wine Technology, 1967.
- Davidson, Mary Blossom, "The Dean of Women and the Importance of Students," 1967.
- DeMars, Vernon, "A Life in Architecture: Indian Dancing, Migrant Housing, Telesis, Design for Urban Living, Theater, Teaching," 1992.
- Dennes, William R., "Philosophy and the University Since 1915," 1970.
- Donnelly, Ruth, "The University's Role in Housing Services," 1970.
- Ebright, Carroll "Ky", "California Varsity and Olympics Crew Coach," 1968.
- Eckbo, Garrett, "Landscape Architecture: The Profession in California, 1935-1940, and Telesis," 1993.
- Elberg, Sanford S., "Graduate Education and Microbiology at the University of California, Berkeley, 1930-1989," 1990.
- Erdman, Henry E., "Agricultural Economics: Teaching, Research, and Writing, University of California, Berkeley, 1922-1969," 1971.
- Evans, Clinton W., "California Athlete, Coach, Administrator, Ambassador," 1968.
- Foster, Herbert B., "The Role of the Engineer's Office in the Development of the University of California Campuses," 1960.
- Grether, Ewald T., "Dean of the UC Berkeley Schools of Business Administration, 1943-1961; Leader in Campus Administration, Public Service, and Marketing Studies; and Forever a Teacher," 1993.
- Griffiths, Farnham P., "The University of California and the California Bar," 1954.
- Hagar, Ella Barrows, "Continuing Memoirs: Family, Community, University," 1974.
- Hamilton, Brutus, "Student Athletics and the Voluntary Discipline," 1967.
- Harding, Sidney T., "A Life in Western Water Development," 1967.
- Harris, Joseph P., "Professor and Practitioner: Government, Election Reform, and the Votomatic," 1983.
- Hays, William Charles, "Order, Taste, and Grace in Architecture," 1968.
- Heller, Elinor Raas, "A Volunteer in Politics, in Higher Education, and on Governing Boards," 1984. Two volumes.

- Helmholz, A. Carl, "Physics and Faculty Governance at the University of California Berkeley, 1937-1990," 1993.
- Heyns, Roger W., "Berkeley Chancellor, 1965-1971: The University in a Turbulent Society," 1987.
- Hildebrand, Joel H., "Chemistry, Education, and the University of California," 1962.
- Huff, Elizabeth, "Teacher and Founding Curator of the East Asiatic Library: from Urbana to Berkeley by Way of Peking," 1977.
- Huntington, Emily, "A Career in Consumer Economics and Social Insurance," 1971.
- Hutchison, Claude B., "The College of Agriculture, University of California, 1922-1952," 1962.
- Jenny, Hans, "Soil Scientist, Teacher, and Scholar," 1989.
- Johnston, Marguerite Kulp, and Mixer, Joseph R., "Student Housing, Welfare, and the ASUC," 1970.
- Jones, Mary C., "Harold S. Jones and Mary C. Jones, Partners in Longitudinal Studies," 1983.
- Joslyn, Maynard A., "A Technologist Views the California Wine Industry," 1974.
- Kasimatis, Amandus N., "A Career in California Viticulture," 1988.
[UC Davis]
- Kendrick, James B., Jr. "From Plant Pathologist to Vice President for Agricultural and Natural Resources, University of California, 1947-1986," 1989.
- Kingman, Harry L., "Citizenship in a Democracy," (Stiles Hall, University YMCA) 1973.
- Koll, Michael J., "The Lair of the Bear and the Alumni Association, 1949-1993," 1993.
- Kragen, Adrian A., "A Law Professor's Career: Teaching, Private Practice, and Legislative Representation, 1934 to 1989," 1991.
- Kroeber-Quinn, Theodora, "Timeless Woman, Writer and Interpreter of the California Indian World," 1982.
- Landreth, Catherine, "The Nursery School of the Institute of Child Welfare of the University of California, Berkeley," 1983.
- Langelier, Wilfred E., "Teaching, Research, and Consultation in Water Purification and Sewage Treatment, University of California at Berkeley, 1916-1955," 1982.

Lehman, Benjamin H., "Recollections and Reminiscences of Life in the Bay Area from 1920 Onward," 1969.

Lenzen, Victor F., "Physics and Philosophy," 1965.

Leopold, Luna, "Hydrology, Geomorphology, and Environmental Policy: U.S. Geological Survey, 1950-1972 and UC Berkeley, 1972-1987," 1993.

Lessing, Ferdinand D., "Early Years," Professor of Oriental Languages, 1963.

McGauhey, Percy H., "The Sanitary Engineering Research Laboratory: Administration, Research, and Consultation, 1950-1972," 1974.

McCaskill, June, "Herbarium Scientist, University of California, Davis," 1989. [UC Davis]

McLaughlin, Donald, "Careers in Mining Geology and Management, University Governance and Teaching," 1975.

Merritt, Ralph P., "After Me Cometh a Builder, the Recollections of Ralph Palmer Merritt," (UC, Rice and Raisin Marketing) 1962.

Metcalf, Woodbridge, "Extension Forester, 1926-1956," 1969.

Meyer, Karl F., "Medical Research and Public Health," 1976.

Miles, Josephine, "Poetry, Teaching, and Scholarship," 1980.

Mitchell, Lucy Sprague, "Pioneering in Education," 1962.

Morgan, Elmo, "Physical Planning and Management: Los Alamos, University of Utah, University of California, and AID, 1942-1976," 1992.

Neuhaus, Eugen, "Reminiscences: Bay Area Art and the University of California Art Department," 1961.

Newell, Pete, (in process). Former Cal basketball coach and athletic director.

Newman, Frank, (in process). Professor Emeritus of Law, Boalt Hall.

Neylan, John Francis, "Politics, Law, and the University of California," 1962.

O'Brien, Morrough P., "Dean of the College of Engineering, Pioneer in Coastal Engineering, and Consultant to General Electric," 1989.

Ogg, Robert Danforth, "Business and Pleasure: Electronics, Anchors, and the University of California," 1989.

Olmo, Harold P., "Plant Genetics and New Grape Varieties," 1976.

- Olney, Mary McLean, "Oakland, Berkeley, and the University of California, 1880-1895," 1963.
- Ough, Cornelius, "Recollections of an Enologist, University of California, Davis, 1950-1990," 1990. [UC Davis]
- Pepper, Stephen C., "Art and Philosophy at the University of California, 1919-1962," 1963.
- Porter, Robert Langley, "Physician, Teacher and Guardian of the Public Health," 1960.
- Reeves, William, "Arbovirologist and Professor, UC Berkeley School of Public Health," 1993.
- Revelle, Roger, "Oceanography, Population Resources and the World," 1988. (Available through Archives, Scripps Institute of Oceanography, University of California, San Diego, La Jolla, CA 92093.)
- Richardson, Leon J., "Berkeley Culture, University of California Highlights, and University Extension, 1892-1960," 1962.
- Robb, Agnes Roddy, "Robert Gordon Sproul and the University of California," 1976.
- Roszbach, Charles Edwin, "Artist, Mentor, Professor, Writer," 1987.
- Schnier, Jacques, "A Sculptor's Odyssey," 1987.
- Selvin, Herman F., "The University of California and California Law and Lawyers, 1920-1978," 1979.
- Shields, Peter J., "Reminiscences of the Father of the Davis Campus," 1954.
- Shurtleff, Roy L., "The University's Class of 1912, Investment Banking, and the Shurtleff Family History," 1982.
- Sproul, Ida Wittschen, "The President's Wife," 1981.
- Stern, Milton R., "The Learning Society: Continuing Education at NYU, Michigan, and UC Berkeley, 1946-1991," 1993.
- Stevens, Frank C., "Forty Years in the Office of the President, University of California, 1905-1945," 1959.
- Stewart, George R., "A Little of Myself." Author and UC Professor of English, 1972.
- Stewart, Jessie Harris, "Memories of Girlhood and the University," 1978.
- Stripp, Fred S., Jr., "University Debate Coach, Berkeley Civic Leader, and Pastor," 1990.

Strong, Edward W., "Philosopher, Professor, and Berkeley Chancellor, 1961-1965," 1992.

Struve, Gleb (in process). Professor of Slavic Languages and Literature.

Taylor, Paul Schuster

Volume I: "Education, Field Research, and Family," 1973.

Volume II and Volume III: "California Water and Agricultural Labor," 1975.

Thygeson, Phillip, "External Eye Disease and the Protor Foundation," 1988. [UC San Francisco]

Towle, Katherine A., "Administration and Leadership," 1970.

Townes, Charles H., (in process) University Professor Emeritus, Physics.

Underhill, Robert M., "University of California: Lands, Finances, and Investments," 1968.

Vaux, Henry J., "Forestry in the Public Interest: Education, Economics, State Policy, 1933-1983," 1987.

Wada, Yori, "Working for Youth and Social Justice: The YMCA, The University of California, and the Stulsaft Foundation," 1991.

Waring, Henry C., "Henry C. Waring on University Extension," 1960.

Weaver, Harold F., (in process) Professor Emeritus of Astronomy

Wellman, Harry, "Teaching, Research and Administration, University of California, 1925-1968," 1976.

Wessels, Glenn A., "Education of an Artist," 1967.

Westphal, Katherine, "Artist and Professor," 1988. [UC Davis]

Whinnery, John, (in process). University Professor of Engineering, emeritus.

Williams, Arleigh, "Dean of Students Arleigh Williams: The Free Speech Movement and the Six Years' War, 1964-1970," 1990.

Williams, Arleigh and Betty H. Neely: "University Administrators Recall Origin of Physically Disabled Students' Residence Program," 1987.

Wilson, Garff B., "The Invisible Man, or, Public Ceremonies Chairman at Berkeley for Thirty-Five Years," 1981.

Winkler, Albert J., "Viticulatural Research at UC Davis, 1921-1971," 1973.

Witter, Jean C., "The University, the Community, and the Lifeblood of Business," 1968.

Woods, Baldwin M., "University of California Extension," 1957.

Woolman, Marjorie J. (in process). Secretary Emeritus of the Regents,
University of California.

Wurster, William Wilson, "College of Environmental Design, University of
California, Campus Planning, and Architectural Practice," 1964.

MULTI-INTERVIEWEE PROJECTS

"Blake Estate Oral History Project." 1988.

Architects landscape architects, gardeners, presidents of UC document the history of the UC presidential residence. Includes interviews with Mai Arbegast, Igor Blake, Ron and Myra Brocchini, Toichi Domoto, Eliot Evans, Tony Hail, Linda Haymaker, Charles Hitch, Flo Holmes, Clark and Kay Kerr, Gerry Scott, George and Helena Thacher, Walter Vodden, and Norma Willer.

"Centennial History Project, 1954-1960,"

Includes interviews with George P. Adams, Anson Stiles Blake, Walter C. Blasdale, Joel H. Hildebrand, Samuel J. Holmes, Alfred L. Kroeber, Ivan M. Linforth, George D. Louderback, Agnes Fay Morgan, and William Popper. [Bancroft Library use only]

"Thomas D. Church, Landscape Architect," two volumes, 1978.

Volume I: Includes interviews with Theodore Bernardi, Lucy Butler, June Meehan Campbell, Louis De Monte, Walter Doty, Donn Emmons, Floyd Gerow, Harriet Henderson, Joseph Howland, Ruth Jaffe, Burton Litton, Germano Milano, Miriam Pierce, George Rockrise, Robert Royston, Geraldine Knight Scott, Roger Sturtevant, Francis Violich, and Harold Watkin.

Volume II: Includes interviews with Maggie Baylis, Elizabeth Roberts Church, Robert Glasner, Grace Hall, Lawrence Halprin, Proctor Mellquist, Everitt Miller, Harry Sanders, Lou Schenone, Jack Stafford, Goodwin Steinberg, and Jack Wagstaff.

"Dental History Project, University of California, San Francisco," 1969.

Includes interviews with Dickson Bell, Reuben L. Blake, Willard C. Fleming, George A. Hughes, Leland D. Jones, George F. McGee, C.E. Rutledge, William B. Ryder, Jr., Herbert J. Samuels, Joseph Sciutto, William S. Smith, Harvey Stallard, George E. Steninger, and Abraham W. Ward. [Bancroft Library use only]

"Julia Morgan Architectural History Project," Two volumes, 1976.

Volume I: "The Work of Walter Steilberg and Julia Morgan, and the Department of Architecture, UCB, 1904-1954."

Includes interviews with Walter T. Steilberg, Robert Ratcliff, Evelyn Paine Ratcliff, Norman L. Jensen, John E. Wagstaff, George C. Hodges, Edward B. Hussey, and Warren Charles Perry.

Volume II: "Julia Morgan, Her Office, and a House."

Includes interviews with Mary Grace Barron, Kirk O. Rowlands, Norma Willer, Quintilla Williams, Catherine Freeman Nimitz, Polly Lawrence McNaught, Hettie Belle Marcus, Bjarne Dahl, Bjarne Dahl, Jr., Morgan North, Dorothy Wormser Coblentz, and Flora d'Ille North.

"The Prytaneans: An Oral History of the Prytanean Society and its Members." [Order from Prytanean Society]

Volume I: "1901-1920," 1970.

Volume II: "1921-1930," 1977.

Volume III: "1931-1935," 1990.

Robert Gordon Sproul Oral History Project." Two volumes, 1986.

Includes interviews with Horace Albright, Stuart LeRoy Anderson, Katherine Bradley, Dyke Brown, Natalie Cohen, Paul A. Dodd, May Dornin, Richard E. Erickson, Walter S. Frederick, David P. Gardner, Vernon Goodin, Marion Sproul Goodin, Louis Heilbron, Clark Kerr, Adrian Kragen, Robert S. Johnson, Mary Blumer Lawrence, Donald McLaughlin, Dean McHenry, Stanley E. McCaffrey, Kendric and Marion Morrish, William Penn Mott, Jr., Herman Phleger, John B. deC. M. Saunders, Carl Sharsmith, John Sproul, Robert Gordon Sproul, Jr., Wallace Sterling, Wakefield Taylor, Robert Underhill, Garff Wilson, and Pete L. Yzaquirre.

"UC Black Alumni Oral History Project"

Allen Broussard (in process)

Walter Gordon A., "Athlete, Officer in Law Enforcement and Administration, Governor of the Virgin Islands." Two volumes, 1980.
Ida Jackson, "Overcoming Barriers in Education," 1990.

Charles Patterson (in process)

Tarea Hall Pittman, "NAACP Official and Civil Rights Worker," 1974.

Marvin Poston, "Making Opportunities in Vision Care," 1989.

Emmett J. Rice, "Education of an Economist: From Fulbright Scholar to the Federal Reserve Board, 1951-1979," 1991.

William Byron Rumford, "Legislator for Fair Employment, Fair Housing, and Public Health," 1973.

Archie Williams "The Joy of Flying: Olympic Gold, Air Force Colonel, and Teacher," 1993.

Lionel Wilson, "Attorney, Judge, Oakland Mayor," 1992.

"The Women's Faculty Club of the University of California at Berkeley, 1919-1982," 1983.

Includes interviews with Josephine Smith, Margaret Murdock, Agnes Robb, May Dornin, Josephine Miles, Gudveig Gordon-Britland, Elizabeth Scott, Marian Diamond, Mary Ann Johnson, Eleanor Van Horn, and Katherine Van Valer Williams.

Class of 1931 Endowment Series, "University of California, Source of Community Leaders" (Outstanding Alumni).

Bennett, Mary Woods ('31), "A Career in Higher Education: Mills College 1935-1974," 1987.

Browne, Alan K. ('31), "'Mr. Municipal Bond': Bond Investment Management, Bank of America, 1929-1971," 1990.

Devlin, Marion ('31), "Women's News Editor: Vallejo Times-Herald, 1931-1978," 1991.

Hassard, H. Howard ('31), "The California Medical Association, Medical Insurance, and the Law, 1935-1992," 1993.

Heilbron, Louis ('27), Attorney, in process.

Kragen, Adrian A. ('31), "A Law Professor's Career: Teaching, Private Practice, and Legislative Representative, 1934 to 1989," 1991.

Peterson, Rudolph ('25), Bank of America administrator, in process.

Stripp, Fred S., Jr. ('32), "University Debate Coach, Berkeley Civic Leader, and Pastor," 1990.

Trefethen, Eugene E., Jr. ('30), Kaiser Industries Corporation executive, in process.

ANN LAGE

B.A., University of California, Berkeley, with major
in history, 1963

M.A., University of California, Berkeley, history, 1965

Post-graduate studies, University of California, Berkeley,
1965-66, American history and education; Junior
College teaching credential, State of California

Chairman, Sierra Club History Committee, 1978-1986; oral
history coordinator, 1974-present

Interviewer/Editor, Regional Oral History Office, in the
fields of conservation and natural resources,
land use, university history, California political
history, 1976-present.

139532

BANC/MSS

95/54

C

